DOCUMENT RESUME

ED 355 969 IR 054 530

AUTHOR Sudmalis, Linda
TITLE The Electronic Survey as a Research Tool: A Case Study of BALT-L.
PUB DATE Nov 92
NOTE 150p.; Master's Research Paper, Kent State University.
PUB TYPE Dissertations/Theses - Masters Theses (042) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Case Studies; Computer Assisted Testing; Conferences; Confidentiality; Electronic Mail; Foreign Countries; *Information Networks; *International Studies; Profiles; *Research Methodology; *Surveys; Tables (Data); Teleconferencing; User Needs (Information); *Users (Information); User Satisfaction (Information); Use Studies
IDENTIFIERS Baltic States; *BALT L Discussion Group; *Electronic Testing

ABSTRACT

The purpose of this research study was to compose a user profile of one specific electronic conference/electronic mail (e-conference/e-mail) discussion group through an in-depth case study, using a survey administered, collected, and tabulated electronically. The BALT-L is an online forum devoted to communication to and about the Baltic republics of Lithuania, Latvia, and Estonia. Responses of 80 out of a total of 558 subscribers indicate that the typical user is male (85 percent), and that 30 percent of the respondents are between 19 and 29 years old. If U.S. educational levels were applied, 46.25 percent have a doctorate. While most subscribers (82.5 percent) belong to more than 10 e-conference/e-mail groups, the average user belonged to 8, and 3 individuals belonged to 50 each. Thirty-five percent ranked accessing general background information on a subject as their primary reason for accessing this medium. Responses originated from 14 geographic areas, with 63.75 percent from the United States. A full 40 percent of the respondents were not of Baltic heritage, while 26.25 percent were Lithuanian, 23.75 percent were Latvian, and 10 percent were Estonian. Unique considerations in conducting research in an electronic medium, such as confidentiality and tailoring inquiries to the international audience, are also addressed. Twenty-four tables present survey responses. Seven appendixes contain supplemental information about the group and the survey process. (Contains 30 references.) (Author/SLD)

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THE ELECTRONIC SURVEY AS A RESEARCH TOOL: A CASE STUDY OF BALT-L

A Master's Research Paper submitted to the
Kent State University School of Library and Information Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Linda Sudmalis

November, 1992

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ABSTRACT

The last few years have seen a proliferation of electronic conferences (e-conferences)/electronic mail (e-mail) discussion groups, yet the research literature addressing inquiries, such as the following, is extremely limited: Demographic information on users, motivational factors that compelled someone to join, and depth of involvement in this particular medium.

The purpose of this research study was to compose a user profile of one specific e-conference/e-mail discussion group, by means of an in-depth case study, using a survey administered, collected, and tabulated electronically.

Based on the 80 respondents out of a population of 558 subscribers, BALT-L, "an online forum devoted to communication to and about the Baltic Republics of Lithuania, Latvia, and Estonia," was 85% male. Thirty percent of the respondents were between 19 and 29 years old. If U.S. educational levels were applied, 46.25% have a Doctorate degree. While most, 82.5%, belonged to upwards of ten e-conferences/e-mail discussion groups, the average belonged to eight, while three individuals belonged to 50 each! Thirty-five percent ranked "to [access] general background information on a subject" as their primary reason for accessing this medium. Responses originated from fourteen geographic areas, with the bulk, 63.75%, from the U.S. Though BALT-L focused on the Baltics, a full 40% of the respondents were not of Baltic heritage while 26.25% were Lithuanian, 23.75% were Latvian, and 10% were Estonian. Unique considerations in conducting research in an electronic medium, such as confidentiality and tailoring inquiries to fit the international audience, were also addressed.

IR054530

Master's Research Paper by

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B.S., Kent State University, 1982

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I. INTRODUCTION

A. INTRODUCTORY REMARKS

The multiplicities and complexities of electronic mail (e-mail) were discussed in Ira Mayer's book. The Electronic Mailbox. in which he stated that "the varieties of electronic mail seem to be expanding daily: even as this book is being written (Mayer 1985. 4).

Mail transmitted electronically can be as varied as mail sent through more traditional methods. A hand-carried note or information passed by word-of-mouth could be analogous to e-mail sent on a local area network (LAN) within an office. There are electronic equivalents of the scholarly journals printed on paper: in either case. sent out to those that have formally subscribed. Business can be conducted through e-mail, as well as pertinent academic information or trivia pursued. This electronic pursuit can go on within the confines of one's local electronic community bulletin board or way beyond one's national boundaries.

E-mail. electronic conferences (e-conferences). electronic discussion groups. online conferences. online forums. electronic networking. and listserver groups are

generally seen to be part of the information science half of "Library and Information Science," yet these technologies will continue to expand in both the library and information science domain to the point where the terms "library" and "information science" may be synonymous. Many of the aforementioned terms pertaining to computer mediated communication were used interchangeably and while similarities did exist, there were differences. Often definitions changed contingent on the frame of reference.

The literature review revealed that there were at times either no differences or subtle nuances between terms. In one context, for instance, e-mail could be used to refer to the serious matter of a multi-national company with an international electronic network conducting high-powered conferences with its sales representatives or brokers via computer links, while in another context it could be as bizarre as a group of ferret owners with computer access starting an online forum called Ferret Forum. Essentially, both of the aforementioned groups would have used the same technology, yet used different terms.

This can be likened to Kent State University's (KSU's) Library and Information Science Course #60601 being referred to as "Info Sources & Services" on the Summer 1992 schedule handout, and as "Info Sources" on the Fall 1992 schedule handout, while staff may refer to it as "60601." and the students refer to it as "Reference." They are all

still one and the same.

On KSU's online public access catalog, CATALYST, if one enters "s [for subject] = email." one is instructed to search under "electronic mail systems." Once there, one is advised to "See also: 1.) computer bulletin boards. 2.) electronic mail equipment industry, 3.) voice mail systems." Thirty-seven entries are listed under "electronic mail systems."

As precursors to this research effort and a foreshadowing of the excitement and possibilities that electronic mail, in general, and its futuristic descendants, hold for all scholarly disciplines and research efforts in the not-too-distant future, several individuals have already published extensive works on this topic, and in a variety of formats.

One of the several forewords of John S. Quarterman's book, The Matrix: Computer Networks and Conferencing Systems Worldwide (Quarterman, 1990), hints at the tremendous impact this technology will have - going as far as to state that it is the mere prelude of what will be the standard in the twenty-first century.

Tellingly, available on paper, should one choose to print it out, but much more accessible as a computer program or online, Peter Scott's Hytelnet: A Hypertext Directory to Internet-Accessible Sites (Scott, 1992), in essence, is an electronic address book of the thousands of Internet

addresses worldwide for most, if not all, of the libraries: organizations: community bulletin boards, alias "freenets:" as well as Aesop's Fables, the Bible (King James Version), the Book of Mormon, the Koran, and Shakespeare's Plays and Sonnets, available in the form of electronic books.

Michael Strangelove and Diane Kovacs' Directory of Electronic Journals, Newsletters and Academic Discussion Lists (Strangelove and Kovacs, 1992), also in print form or through e-mail, concentrates on e-mail usage with a more scholarly focus. They presented 769 BITNET/Internet addresses with an academic bent along with brief annotations and information on how to subscribe.

Additionally, available at one time, and possibly still, through the Internet via anonymous FTP, was Senator/Vice-President elect, Albert Gore's, "National High-Performance Computer Technology Act (S.1067) (Gore, 1989), which established the National Research and Education Network (NREN). William A. Britten's article, "BITNET and the Internet: Scholarly networks for librarians," states that:

> The NREN will provide extremely high-speed data transfer (100,000 typed pages per second), and will significantly leverage the investments made by colleges and universities in the area of campus networking (Britten 1990, 103).

Specifically, e-mail's relation to academia is illustrated by Diane Kovacs, in her article, "GovDocL: An Online Intellectual Community of Document Librarians and

Other Individuals Concerned with Access to Government Information."

> E-mail over networks connecting computers around the United States, and, indeed, around the world, improves collegial communications in two ways. Correspondence between colleagues is very rapid. E-mail normally takes a few minutes to deliver. Paper mail, even where it is most efficient, takes several days. In the time it takes for a single letter to reach someone, that person could have responded, been requeried, and responded again several times through e-mail. E-mail is an improvement over telephone conversations in that it is usually less expensive and one never has to play 'telephone tag.' An e-mail message can provide a hard-copy record of a conversation that a phone call cannot. Second, the computer hardware and software that make e-mail possible also enables a kind of electronic conferencing to take place. There are many different forms that electronic conferencing can take on many different computer networks. The GovDoc-L [Discussion of Government Documents Issues] discussion list uses one kind of conferencing system (Kovacs 1990, 412).

Library and Information Science's growing role in relation to e-mail is highlighted by Oeffinger's observation that:

> Not only do these electronic libraries hold a vast array of the knowledge generated in recent history but they are now accessible to the individual. Over the last five years [1982-1987], increasing numbers of microcomputer users have developed the necessary skills to access these storehouses of knowledge and extract the facts they need to carry their work or personal enjoyment forward (Oeffinger 1987, 195).

Caroline Arms's article, "Using the National Networks: BITNET and the Internet," discerned the phenomenon as such:

> The sense of community that participating in an interest group or bulletin board can convey is exciting. Participants discover people facing the same problems (and often finding solutions) all across the country and even around the world. Frequent contributors feel that they know each other even if they have never met.

> Active bulletin boards can serve as a valuable complement to publications and conferences for professional development. They can provide answers to specific problems, or a general picture of trends (Arms 1990, 26).

Out of the thousands of e-conferences/e-mail discussion groups, who participates in one, and can the electronic medium itself be used to investigate such an inquiry?

B. STATEMENT OF PROBLEM

Existing literature on e-mail primarily deals with buying a system, putting in a system, connecting systems, philosophizing about the ever-widening electronic network and its implications, or on how big businesses were sharpening their competitive edge with this technology due to the virtually unhampered, free flow of information.

Essentially, there was very limited information on the subject of case studies or other research methodologies conducted electronically on, and specifically, about e-conferences/e-mail discussion groups.

C. JUSTIFICATION

Associated Press, in The Plain Dealer, presented International Data Corporation figures that depicted e-mail usage to boom from 9.5 million users in 1990 up to a projected 34.5 million users by 1995 (Associated Press 1992, 2E).

In terms of messages sent:

> E-mail still has a way to go before it replaces the post office - or snailmail, as its detractors call it. However it is already formidable. The number of messages over public systems (such as CompuServe and MCI Mail) reached about 500 million in 1987. Coopers & Lybrand predicts that number will reach 2 billion by 1992. On private corporate electronic mail systems, there were about 1 billion messages in 1988, and there could be over 10 billion by 1992 (Churbuck 1989, 87).

The editor of Database magazine in 1986, Helen A. Gordon, vehemently endorsed e-mail's usage:

> It is my hope that everyone reading this issue of Database is already using the technology. Unfortunately, I know this is not the case. There are some very avid online users that don't use electronic mail. There are some teachers in our library schools that don't use, nor do they teach the use of, electronic mail. To teach students about online, and yet exclude electronic mail as a vital part of online, is remiss. We are missing a great deal by underutilizing existing information resources. We, of all people, have no excuse for not using electronic mail. We have the necessary equipment - a terminal or microcomputer, and a modem. We have the know how; and, we have the need (Gordon 1986, 6).

The growth of electronic communication will continue, and will have far-reaching ramifications, for according to Michael J. Kovacs and Diane Kovacs, in their article, "The State of Scholarly Electronic Conferencing":

> We are participants in a great format shift from print to electronic communication that parallels the shift from handwritten manuscripts to printed books. We won't stop using printed materials soon, but they may gradually become subordinate to the central means of scholarly communication - electronic communication via computer networks (Kovacs and Kovacs 1991, 35).

E-mail warrants further immediate investigation before it becomes passe, as it may merely be the lowly predecessor of already imagined, but yet unrealized, more

sophisticated electronic hybrids. Says Gene Bylinsky in his article, "Technology in the year 2000," for Fortune magazine:

> Converging with these new insights and new computing power is the rapid emergence of telecommunication networks. It is as if - for a change - high-powered cars and sleek highways to accommodate them were arriving at the same time. Telecommunication experts see nothing less than a world linked by great computerized networks that process voice, data, and video with equal ease. The first ISDNs - integrated service digital networks - are just going into service [1988] in the U.S., Japan, and Western Europe (Bylinsky 1988, 93).

On a seemingly trivial and humorous level, but one that rings true due to the rise of such establishments as Kinko's Copy Centers, "E-mail is like photocopying; once people get used to it, they won't be able to work without it" (Lu 1988, 122).

The aforementioned examples of e-mail growth coupled with the fact that according to Dissertations Abstracts International (DAI), the CD-ROM version covering January 1989 to December 1991, there were only four dissertations that received classification specifically under the heading of "e-mail", justified the notion that there was room for further research on this topic.

D. OBJECTIVES

E-conferences/e-mail discussion groups obviously are made up of those individuals who have access to computers, but much beyond that is not known for the literature's focus

is more often on the technology itself and it's role within the business or academic environment. Who subscribes to an e-conference/e-mail discussion group and for what reason? How many conferences/groups does a typical e-mail user subscribe to? And for that matter, is there a "typical" e-mail user? Hypotheses can be generated along these lines, but attempting for a truly randomized sample to substantiate any of the hypotheses would be an ambitious undertaking, for the conferences/groups already number in the thousands and are distributed internationally.

Thus, the objective of this study was not to attempt a broad empirical overview of the briskly metamorphosing phenomenon of e-mail as a whole, but rather to do an in-depth analysis of one existing group, that being the Baltic Republic News and Development List (BALT-L).

BALT-L defines itself as:

> An online forum devoted to communication to and about the Baltic Republics of Lithuania, Latvia, and Estonia. It aims to further networking with these countries, in two senses of the word: the technical one of establishing the basic links to permit electronic communications; and the softer definition of a network of people building up people-to-people contacts and working together on matters of common interest. A core aim of this list is to foster practical projects.
>
> Subscription to this list is welcome from anyone with skills or interests relevant to the Baltics, or who just wants to know what's going on.
>
> We hope to bring together:
>
> Participants living in the Baltic Republics. People around the world with origins in the Baltic Republics or who have connections with those countries. Anyone with technical skills in electronic networking who may want

> to contribute to developing electronic links to the Baltic Republics. Anyone needing to research developments in the Baltics. Anyone around the world with a need to contact, visit and/or work with college staff or students living and/or working in Lithuania, Latvia, or Estonia (BALT-L 1990).

This study was a heuristic exploration of the possibilities of conducting research in an electronic environment, with BALT-L as its focal point.

E. UNIQUE CONSIDERATIONS SPECIFIC TO A STUDY DONE ON E-MAIL

1. Growth of New Terminologies

As the electronic computer field in general, and e-mail specifically, were and still are undergoing cataclysmic growth, terminologies were not necessarily consistent within the existing literature. This made it particularly confusing to any neophyte, as well as to the experts, in trying to reach a linguistic consensus.

2. International Standards

In the preparation for conducting a study using e-mail, courtesy of the Internet, that will go way beyond a Local Area Network (LAN), or that within one office or organization, one needed to be very careful that a study such as this was composed in a such a way that will be understood across international boundaries.

> Microcomputers are beginning to penetrate most major cities in the world. One can open the yellow pages in Santiago, Chile or San Jose, Costa Rica and find several pages of computer dealers" (Oeffinger 1987, 208).

John C. Quarterman spoke of the boundaries related

to electronic communication:

> The process of transcending them is sometimes known as *boundary bashing* ... Technical boundaries ... Financial boundaries ... Cultural boundaries can be overt or subtle:
>
> + language problems are the most obvious
> + differing social customs can be among the most subtle: does "maybe" mean yes, no, or maybe?
>
> ... Information boundaries ... Bureaucracy ... (Quarterman 1990, 41).

These boundaries can be particularly difficult when covering such variables as educational levels internationally, for the levels used in the U.S. are by no means international.

Geographic names are also problematic as one realistically cannot list all places from which there may be electronic access, and yet confusion can result if a respondent is allowed to self-identify their location for many geographical boundaries are not fully agreed upon either.

3. Privacy/Confidentiality Concerns

When participating in a study within the electronic medium, a respondent is not guaranteed the anonymity that one may have with other surveys. Quarterman warns that:

> To control what is posted on a network one must control access to the network. Most existing networks are not strong on security. The safest policy in using networks is to assume that any network can be broken, that any transmission can be recorded, and that most can be forged. (There was a famous hoax on April Fool's Day, 1984, when moskvax!kremvax!chernenko joined USENET and

> many people believed it.) Encryption techniques exist that can provide a rather high degree of security, but few people are willing to pay the price in CPU time, and few networks incorporate them (Quarterman 1990, 38).

These concerns should be clearly explained, either for courtesy's sake and/or for legalistic reasons, for example, within a formal electronic cover letter to preface the actual study, to all individuals involved. A disclaimer, such as the one used to foreword this study, should generally suffice:

> It should be understood as a given that the electronic medium, in this case e-mail, cannot guarantee total anonymity as one's e-mail address is automatically linked to one's response, therefore privacy and confidentiality could potentially be at risk as the replies will be held in computer-accessible form until the data is tabulated.

4. Clearances

a. Editor/Moderator

Since many e-conferences/e-mail discussion groups have an editor, alias moderator, that reviews and screens all that is to be posted, one would need to procure his/her permission prior to proceeding with this study of this sort.

b. Miscellaneous

As a study involving e-mail occurs in the still relatively unique electronic environment, one may need to be more than adequately prepared with documentation and/or examples readily on hand, in the event that clearances, such as with a Human Subjects Review Board, are needed to proceed with a study. This is to assure full understanding of terms

or technology to anyone who may not have been amply exposed to its unique aforementioned complexities, which also includes such occurrences as minors, those under 18 years of age, who may indeed have access to a e-mail. Would their parental consent be needed? How would consent be procured? Would a disclaimer that stated for them not to participate suffice?

5. Optimum Posting Time for Optimum Response

While e-mail's efficiency levels are praised, one consideration that one should be aware of is that many of the BITNET/Internet addresses are at colleges and universities, but if an electronic survey was posted out to all on the networks, there was no way of knowing prior to the responses if one's targeted population were primarily based in academia. Potentially, this may have an adverse effect on the response rate as active daily, or even weekly readership would then be vulnerable to semester/quarter fluctuations, particularly during break periods, when classes were not held, and those who may regularly access their electronic mailboxes may not do so.

F. DEFINITION OF TERMS

Due to the fact that the electronic mail environment and its terminologies were and are still evolving, the researcher chose to present lengthy definitions that were culled from the literature itself.

BITNET: In 1981 BITNET (Because It's Time Network) began as a small, cooperative, store-and-forward network of IBM computers at the City University of New York (CUNY). Today [1990] it is a worldwide network linking institutional and departmental computers from more than 500 members, including universities, colleges, and collaborating research centers. About 100 new members are added each year ... Each network is administered by its own governing body, but together the networks form a single logical network serving about 3000 computers in 35 countries, including Japan, Korea, Singapore, Taiwan, Hong Kong, Argentina, Brazil, Chile, Mexico, Columbia, Israel, Saudi Arabia, the Ivory Coast, the United States, Canada, and countries in Europe ... At least 1000 discussion groups are active on BITNET covering virtually any topic of academic interest and having from five to nearly 1000 participants (LaQuey 1990, 2).

Bulletin Boards: A variant of electronic mail is the bulletin board, which is in effect a mailbox that is publicly accessible and can be read by an entire community of users. Entries are placed on the bulletin board by sending electronic mail messages to a fictitious user (such as "BBOARD") that represents this public mailbox. Users read the bulletin board periodically, as when signing onto the computer. Bulletin boards differ from distribution lists in that the messages are intended to be read by a wide audience that has not been identified by name (Newell and Sproull 1982, 846).

Editor: Many conferences are overseen by a person who may be referred to as one of the following:

- -Editor: a term derived from print media
- -Moderator: from broadcast media and commonly used on the Internet, EIES, and USENET
- -Facilitator: a term popular with political groups in reference to face-to-face meetings
- -Monitor: the term used on EMISARI, which is usually considered to be the first conferencing group
- -Coordinator: the term used on the Swedish QZCOM system
- -*Sysop*: for system operator: the term used on most commercial and personal systems

> The term usually used in [the book, The Matrix] is moderator. The moderator filters out duplicate submissions and may in some cases reject objectional submissions or remove them after they are posted. Reasons for rejections vary widely with the network, conference, and people involved. Sometimes actual editing is done. The roles of moderators as perceived by themselves, network administrators, submitters, or readers can vary widely. For example, moderators are often accused of censorship, but few moderators believe such accusations are justified.
>
> Another important task of the moderator is to reply directly to simple queries so that the general readership does not have to see them (and so the moderator does not have to filter out numerous similar responses later, and the network does not have to carry them). (Quarterman 1990, 23).

Electronic Conference (E-conference): A discussion among a group of people that takes place over the computer networks via electronic mail. It can be informal, conducted among a small group of people with each user simply addressing his or her note to all the other users; or it can be more formal and include a larger group of people with an official (or semiofficial) moderator and possibly even an editor (someone who compiles all mail sent to the discussion, checks it for problems, then sends it out to the group (Kovacs and Kovacs 1991, 31).

Electronic Mail (E-mail): A network can be used to transmit messages to a user of another computer. Messages are stored in the user's mailbox, a memory file usually on a disk that retains a copy of every message sent to him. A computer program is evoked to scan the mailbox file at the user's convenience. The first few characters of a message contain fields that identify the recipient by name and network address, the time the message was sent, and so forth, and that allow the user to categorize incoming messages (Novell and Sproull 1982, 845).

File Transfer: The ability to get a file from a remote host and put it back (and possibly delete it, create or delete a directory, change directories, etc.) is called *file transfer*. This is probably the second most common interactive resource sharing service. It is sometimes

referred to as *FTP* or *FTAM* from the names of two widely used file transfer services.

... The user initiating a transfer must have read access on the source file and write or create access on the destination file or directory. However, there is a special case called *anonymous FTP* in which specific files are put where anyone can transfer them by using widely known access permissions (Quarterman 1990, 17).

Interactive Messages: Interactive messages are those sent by one user, who is logged on to a computer in the network, to another user on the network. This type of electronic mail, the least formal method of communication, is analogous to telephone conversation, but less interruptive for both sender and recipient. Moreover, it avoids the problem of "telephone tag," wherein a called party is unavailable and later returns the call, only to find that the caller is now similarly unavailable - a procedure that can go on for days (Fuchs 1983, 17).

Internet: In the old days (1969) it was called ARPANET - a network established by the Department of Defense Advanced Research Projects Agency to allow sharing of geographically distant computing resources and scientific data. Both the technological capabilities and the concept have matured since then, with today's Internet comprising a network of networks that provides global access to computing and information resources (Britten 1990, 104).

David Clark of M.I.T.'s laboratory of computer science ... presided over the growth of the computer-network leviathan Internet. Internet arose 'higgledy-piggledy,' as he puts it, from the four-node network instituted in 1969 by the U.S. Department of Defense. Today [1990] it has become the intangible eighth wonder of the world, connecting 936 networks, at least 175,000 computers and countless users in 35 countries. People talk about it as if it were alive. Clark describes its growth as 'anarchic democracy at its best' (Wright 1990, 92).

Invisible College: The advent of personal computers has given information power to the individual. Further, and from an educational standpoint, we are on the threshold of an *invisible college* where the limitations

of information exchange and scholarly inquiry are no longer controlled by campus boundaries or access (as author or listener/reader) to academic texts, journals, and conferences (Schaefermeyer and Sewell 1988, 113).

Many-to-Many (Computer Conferencing): Many networks or conferencing systems allow large groups of people to post messages to all members of a group. These computer conferencing services differ from mailing lists in scale, both in numbers of people that can be readily supported in a group and in number of groups. Usually one copy of a message is kept per host rather than per user as for mail. Automatic separation of messages into categories by topic is usually supported. Sophisticated user interfaces are often provided. These can display lists of categories and lists of subjects of messages per category, and the user can select messages (either to display or to avoid) by subject, sender, and logical combinations of these and other attributes. A service with all these features is a *true conferencing system.* (Some would say that an ability to see who has read a message is another necessary attribute, but this is often not possible on very large distributions) (Quarterman 1990, 14).

Network: The term "network" is used in at least three ways. First, a communications network is the interconnected equipment that provides data communications to a set of host computers. Second, because the host computers are all connected together, they are often called a "network of computers." Finally, the users of these host computers represent a network of individuals who may communicate and work together. Usually the distinction between the uses is evident from the context (Newell and Sproull 1982, 843).

A *computer network* may allow a user of one computer to use resources of another computer, such as storage space, central processing unit (CPU), speed, databases, programs, or printers. Hardware and users can be distributed among various locations. Costs can be shared, and incremental expansion and redundancy made easier. This *resource sharing* was the original objective of distributed computer networks (Quarterman 1990, 4).

One-to-Many (Mailing Lists): Networks that support mail by individuals to individuals often extend the same mechanisms to support *mailing lists* - that is, long lasting *distribution lists* involving people who want to hold extended discussions on the same subjects ... Because new people want to join, old subscribers want to drop out, and people move and change mail addresses, such lists usually require someone to maintain them and make sure their addresses are correct. Some networks, such as BITNET, have mechanisms that allow people to *subscribe* or *unsubscribe* without human intervention (Quarterman 1990, 13-14).

Text Files: Text files, another form of electronic mail provided by BITNET, can include any type of machine-readable document such as memoranda, research proposals, manuscripts, and letters. Once entered into a computer in the network, such a file can be transmitted easily to any other node. This type of communication is analogous to sending a letter or other document through the conventional mail while keeping a file copy. The benefit of electronic mail is speed of delivery and, therefore, response.

Of course, a machine-readable document need not be readable by humans. It can be a program, a program fix, or a system enhancement, all of which are readable by computers. The network can transmit data, computer programs, and ordinary documents with equal facility (Fuchs 1983, 17).

II. LITERATURE REVIEW

A. DESCRIPTION OF LITERATURE SEARCH

As indicated in the sections of "I.B. Statement of Problem" and "I.C. Justification." the e-mail field is growing quite rapidly, thereby undoubtedly leaving voids in the literature on the topic.

Though the literature search was quite extensive, relatively little was found that dealt with an in-depth analysis of an international e-conference/e-mail discussion group, such as BALT-L, as illustrated in the literature review.

Mark J. Schaefermeyer and Edward H. Sewell, Jr., itemized some twenty studies on computer-mediated communication (CMC) dated earlier than 1986, then stated that primarily the focus of those studies was on the "how" of e-mail usage within an organization, particularly in regards to efficiency. Their study was a survey made up of open-ended questions sent out to three distinct computer media in 1987. The queries "focused on the amount and purposes of using e-mail within the context of the BITNET system (Schaefermeyer and Sewell 1988, 116). In summary, 53.1% sent or received one to ten e-mail messages daily and

66% used it to link up with those of common interest. but of different location. Speed was given as the primary benefit.

Michael J. Kovacs and Diane K. Kovacs explained the technology that allows e-mail groups to form and communicate. They also presented the findings of a survey conducted of the participants of Arachnet, which is a:

> An e-conference for moderators of e-conferences and editors of e-journals. [They concluded that] scholars are actively using e-conferences to establish collaborations in research projects and publishing and to exchange information crucial to research projects (Kovacs and Kovacs 1991, 32-33).

J.C. Oeffinger (Oeffinger 1987) presented a case study of electronic communication use between seven medical institutions in Latin America and the U.S. via Internet/ LACRIP. Essentially, Oeffinger emphasized that by utilizing this expedient technology the problems that distance typically caused in the exchange of information would be solved. Logistical difficulties in training, initializing, and setting up a pilot project across international boundaries were discussed.

In Canada, G. Gurd and J. Picot (Gurd and Picot 1986) found that user reactions on two inter-university electronic networks consisted of the users having little use of it for teaching, and even less for academics. More users with greater overall participation were deemed necessary for a network to be successful.

E. Gail Garabedian, in her dissertation (Garabedian 1991), surveyed e-mail users on the impact of

users' oral/literature stereotypes on electronic mail communication. A conclusion of this study was that the wide range of responses and lack of homogeneity in terminology indicated considerable variation in e-mail users' perceptions of the medium.

Jacquelyn Kutsko's research, in her dissertation (Kutsko 1990), examined the effects of e-mail, fax, videoconferencing, and fax on business groups linked together over distance vs. those at one location. She found these technologies to assist and strengthen business groups linked across time and space.

Steven Raymond Phillips, for his Ph.D. dissertation (Phillips 1989), collected observational data, interview data, and 422 e-mail messages. He deduced, after a content analysis, that virtually 50% of the messages were persuasive from the standpoint that they either asked, told, or inferred that the addressee act upon something.

Susan Wiley Eskridge, in her dissertation (Eskridge 1989), conducted in-depth interviews with fourteen student teachers who used e-mail, specifically Teacher-LINK, which linked them to their collaborating teachers, university supervisors and faculty. Eskridge sought to establish their e-mail communication patterns and to gauge their perceptions that this had on their student teaching. She found that the student teachers used e-mail to fashion a support group for themselves, primarily with one of them as

the motivating force. Use beyond this was minimal, except for two of the supervisors who used it for logistical and occasional instructional purposes.

To reiterate, though there were a proliferation of articles that described electronic mail, and some of the semantic variations thereof, the literature available specifically on the use of e-mail itself for conducting research and gathering data by this electronic medium was extremely limited.

III. METHODOLOGY

A. RATIONALE FOR CHOOSING BALT-L

BALT-L was specifically chosen, out of the thousands of e-conferences/e-mail discussion groups in existence, for a number of reasons, some of which are enumerated below:

1. Archival Files on BALT-L

BALT-L appeared to be a relatively active and serious list, that while not purely scholarly, it was not frivolous as evidenced by the items that have established archival files. (Refer to APPENDIX A - ARCHIVAL FILES ON BALT-L)

2. Examples of Perceived Interest in BALT-L

The Baltics, after years of dormancy under Soviet rule, have, as of late, been a new focal point of study and world interest. (Refer to APPENDIX B - EXAMPLES OF PERCEIVED INTEREST IN BALT-L)

3. BALT-L's Subscriber Listings

This researcher had subscribed to BALT-L since November 16, 1991, and so was already familiar with its workings. There were, as of the population readings taken

in June 1991, over 500 subscribers to BALT-L, which provided a good-sized closed sample with which to work. (Refer to APPENDIX C - BALT-L's SUBSCRIBER LISTINGS)

4. Examples BALT-L's Geographical Distribution

The subscribers are not limited geographically to one Local Area Network (LAN), one university, one region, or even one country, but are scattered internationally. (Refer to APPENDIX D - EXAMPLES OF BALT-L's GEOGRAPHICAL DISTRIBUTION)

B. PURPOSES OF DOING AN ELECTRONIC SURVEY ON BALT-L

1. General Background/Demographics

While some e-conferences/e-mail discussion groups with a focused topic, for example, biochemistry, one would assume, by their very nature, would attract a very select group of subscribers, BALT-L on the other hand was more in the "Current Interest" genre; thus one could merely guess/hypothesize as to who the 500 plus subscribers were. Thus, the typical demographic inquiries as to sex, age, educational level, and academic and/or work concentration were asked.

2. General Computer Background

Once general demographics were established, the survey sought out to determine how many e-conferences/e-mail discussion groups, in all, did a BALT-L subscriber belong

to. how they typically access this form of technology and how often, what was their self-perception of their computer skill level, for what reasons did they use e-mail, and what other electronic technologies did they use.

3. BALT-L Specific

How did those subscribing to BALT-L find out that an entity such as this existed? One may have hypothesized that they learned about it within the context of modern electronic technology. However, it was possible that they learned about BALT-L by old-fashioned word of mouth.

Was a BALT-L subscriber's interest broadly based/ all inclusive, meaning did his/her interest encompass how the Baltics fit into the realm of the changing former Soviet Union as well as Eastern and Western Europe? Or was his/her interest narrowly focused/very exclusive, pertaining only to the Baltics?

Aside from the general demographics, since BALT-L is focused on the Baltics, could one safely assume that its subscribers were of Baltic descent? Feasibly, one could have assumed the majority to be of Baltic descent, but an inordinate proportion of the names that appeared on BALT-L's Subscriber Listings were not remotely Baltic. Possibly, these people are Baltic on their maternal side, so the Baltic ethnicity of the name was lost. Another more likely possibility was that since this area of the world had been suppressed for so long, it became a "hot" area of academic

as well as of business interest, thus no true assumption could have been made about this selected population until an investigation such as this was undertaken. Thus, what nationalities made up BALT-L, and from what countries was BALT-L being accessed from?

Yet nationality, hereby considered the country in which one has citizenship, does not necessarily indicate the source of one's ethnic roots, particularly in a diverse conglomeration such as the U.S.: therefore, the survey also sought to specifically find out if one considered him/herself to be of Baltic descent, and to what degree.

How long had the subscribers been subscribing to BALT-L? Were the majority old loyalists to this particular e-conference/e-mail discussion group, or relative newcomers?

4. Closing Inquiries

How active were those subscribing to BALT-L? While magazines and newspapers do allow for occasional involvement by virtue of their "Letters" or "Editorial" sections, an e-conference/e-mail discussion group, for the most part, derives its very existence and sustenance from its subscribers' contributions, which makes for a very interactive, very lively medium of communication. The editor may have some bearing on how free a discussion or heated debate may become, and often stands by ready to douse the "flames" if need be.

Have those who posted inquiries received responses

that they were satisfied with? To make the analogy to a reference librarian, in the real-world scenario, one typically deals with one librarian at a time on a person-to-person basis, while within this electronic world, a reference question when posed, as in the case of BALT-L, is theoretically posed to each and everyone of the 500 plus subscribers. Granted all 500 plus were not librarians, but they, if active and involved, could either personally respond or further network inquiries onward, thus doing work analogous to librarianship. (APPENDIX E - EXAMPLE OF POTENTIAL OF E-MAIL)

The BALT-L editor wished for inquiries to be publicly answered so that "we all can learn," but once two subscribers have established that they have a much more specialized interest in common, they may choose to simply send private e-mail messages back and forth. How many subscribers came to directly network and personally correspond with others involved with BALT-L as a result of its postings?

One BALT-L subscriber with Lithuanian grandparents once asked for English materials on Lithuania. What other issues were subscribers interested in?

What were the subscribers positive experiences with specific features of other e-conferences/e-mail discussion groups with which they may have been involved? This information could be used in a practical sense to

improve not only BALT-L, but other e-conferences/e-mail discussion groups as well.

5. Additional Purposes

Can an electronic survey be analyzed by directly downloading it into an SPSS statistical package? How were the survey results dealt with in terms of tabulation? This researcher repeatedly met with Steve Tapp, Systems Analyst for KSU's Library Computer Services. He thought the responses could be easily downloaded into a database for processing, but at that point in time we did not know for sure, "as no one had ever done it before." This was to be the proverbial guinea pig.

C. DESCRIPTION OF RESEARCH DESIGN

1. Sampling

BALT-L consisted of an essentially closed sample size of 500 plus known and five "concealed" subscribers. "Concealed" subscribers were those who had chosen the option of not having their e-mail address automatically posted on the BALT-L subscriber listings.

The BALT-L's 500 plus subscribers, both known and "concealed," were:

> Hosted on two listservers [UBVM and UKACRL], which are peered. The bulk of the membership is on UBVM (400 plus) but there are about 40 subscriptions at UKACRL in Britain. This helps cut down transatlantic messages. UKACRL subscribers are in Europe. The survey will be distributed automatically to the whole list, not just those registered at UBVM (Bevan 1992, 1).

In addition to what would be considered a typical population made up of individuals on UBVM and UKACRL, there existed the phenomenon of "cascading redistributions." This meant that of the 500 plus subscribers, feasibly some were not individuals, but rather distribution links to groups of individuals. This would be analogous to a library or school that had subscribed to a magazine or newspaper, and then made it available to all individuals who were interested in reading it, thereby expanding the population base of readers incalculably. How this specifically affected BALT-L was described by its editor, Edis Bevan, who is based in Great Britain:

> A number of subscriptions [are] for redistribution lists, not individuals. For example, one UKACRL [a listserver] subscription feeds to a redistribution in Swedish universities. It is not possible to establish the total membership of these without asking the organizers of the redistribution link. Subscribers via the redistribution can of course respond to messages just as can direct subscribers.
>
> Most important of all, the list is redistributed within the Baltics through a feed to the FIDO bulletin board network. For technical reasons this link is made through UBVM [a listserver]. It is impossible ... to determine the readership of the list gained through these cascading redistributions - not even how many BBS [Bulletin Board Systems] actually carry the feed. Messages from the list may be reposted on FIDO boards across the exUSSR. I assume the total readership is in the thousands rather than 500 (Bevan 1992, 1-2).

2. Data Gathering

The data for the study was gathered electronically in the form of an electronic survey (e-survey). A survey approach was chosen as due to the unique electronic

environment in which this online forum occurred. direct observation of its population was impossible. A trial run of a sample e-survey was successfully sent out and returned. (Refer to APPENDIX F - DRAFT SURVEY'S TRIAL RUN).

As a professional courtesy for insured appreciation and endorsement. a hard copy of the e-survey. research proposal. and the proposal's acceptance were sent to the editor of BALT-L. Edis Bevan. His suggestions. criticisms. refinements. and blessings were asked for prior to the e-survey's Human Subject Review Board (HSRB) appraisal.

An introductory statement. including the e-survey's purpose. citing under whose auspices. and giving the standard human subjects information. was prepared to accompany the survey. Particular emphasis was placed on the self-elimination of those under the age of 18 years from participating. as well as making the subscribers aware and self-responsible for privacy and confidentiality concerns. A "how-to" sheet on the unique particulars of filling out an e-survey that could be directly electronically tabulated upon return was also attached.

The e-survey, once fully edited. passed HSRB clearance. and was then converted into ASCII text. downloaded. and forwarded to Edis Bevan. who "posted" it internationally for redistribution to all BALT-L subscribers. (Refer to APPENDIX G - E-SURVEY IN FINAL FORM)

3. Measurement

The e-survey consisted of:

a. 14 Multiple Choice Questions

b. 3 Ranking Questions. "Rank the following from 1 to 5 (with 1 being the foremost reason)

c. 5 Fill-in Questions

d. 1 Open-ended Question

IV. FINDINGS

A. ANALYSIS of DATA

The researcher received the e-survey responses in her electronic mailbox. The data from these then were checked over for inconsistencies. inappropriate or incorrect responses, and properly "cleaned up." KSU's Library Computer Service's Systems Analyst, Steve Tapp, had written a macro program that would make the data from the e-survey directly transferable into an SPSS statistical package for analysis.

B. SAMPLING RESULTS

1. Population Readings

Three readings were taken of BALT-L's subscriber population over the span of two weeks, the duration of time given for the subscribers to respond.

The first reading was on May 22, 1992, the day the survey was posted on BALT-L; the second reading was on May 29, 1992, at the end of the first week: and the third reading was on June 6. 1992. the last day of the second week.

The tallies from the readings were subdivided into

subscribers per listserver, known and concealed, per three separate readings. In the calculating of the final population count, the average of the totals of the three UBVM subscriber readings were added to the average of the totals of the three UKACRL subscriber readings as exemplified in Table 1. The final resulting figure was 558.

TABLE 1

SUBSCRIBER POPULATION READINGS

	Reading #1 May 22, 1992		Reading #2 May 29. 1992		Reading #3 June 6. 1992		Totals of the Three Readings	Overall Averages
UBVM LISTSERVER								
Known Subscribers	502	+	503	+	511	=	1516 ÷ 3 =	505
Concealed Subscribers	005	+	005	+	006	=	0016 ÷ 3 =	005
TOTAL UBVM Subscribers per Reading	507	+	508	+	517	=	1532 ÷ 3 =	**511**
UKACRL LISTSERVER								
Known Subscribers	046	+	047	+	047	=	0140 ÷ 3 =	047
Concealed Subscribers	001	+	001	+	001	=	0003 ÷ 3 =	001
TOTAL UKACRL Subscribers per Reading	047	+	048	+	048	=	0143 ÷ 3 =	**047**

GRAND TOTAL of AVERAGES of UBVM and UKACRL Subscribers = 558

2. Total Number of Responses Returned

The e-survey responses received between May 22. 1992 and June 06. 1992, a period of two weeks. was seventy-one responses from subscribers on the UBVM listserver and nine responses from subscribers on the UKACRL listserver resulting in a total of eighty responses. a percentage of 14.34 of the final population count. The UKACRL population was somewhat more active in responding considering its smaller size. with 9 out of 47 doing so. for 19.15% of those on that listserver. whereas only 71 out of 511. or 13.89%. of the UBVM population responded. Yet relative to total responses. Table 2 demonstrates that the UBVM population dominated by compiling 88.75% of the responses.

TABLE 2

NUMBER OF RESPONDENTS PER LISTSERVER

Respondent (N=80)	f	%
Respondents UBVM Listserver	71	88.75
Respondents from the UKACRL Listserver	09	11.25
Total	80	100.00

Though there were eight responses from the unknown masses making up "cascading redistributions." they were not tabulated into the final population count for. as stated earlier. their base numbers are virtually incalculable.

C. QUESTIONS, ANSWERS, RESPONSES, AND OBSERVATIONS

Question #1 Sex/Gender:

Had there been a hypothesis that the "typical" e-mail user is male, the responses given in Table 3 would have substantiated it.

TABLE 3

DISTRIBUTION OF SURVEY RESPONDENTS BY SEX/GENDER

Sex/Gender (N=80)	f	%
Males	68	85.00
Females	11	13.75
Did not respond, "-dnr-"	01	01.25
Total	80	100.00

Question #2 Age Range:

From the figures in Table 4, it can be gathered, at least specifically to BALT-L, that the majority, 24 out of 80 or 30%, of subscribers were in their twenties, followed closely by those in their thirties, 23 out of 80 or 28.75%. Before the data was consolidated into decades, one could see that the youngest subscriber was 19 years old, and the oldest was 69 years old.

TABLE 4

DISTRIBUTION OF SURVEY RESPONDENTS BY AGE RANGE

Decade	Age Range (N=80)	f	%
2	19 through 29 years old	24	30.00
3	30 through 39 years old	23	28.75
4	40 through 49 years old	18	22.50
5	50 through 59 years old	07	08.75
6	60 years old or older	08	10.00
	Total	80	100.00

Question #3 Educational Level Completed: How many full years of education have you completed beyond high school?

Table 5.a. itemizes, on a year by year basis, the number of respondents according to number of full years of education they have completed beyond high school. Those that have completed six years tie with those that have completed seven years, with 14 respondents each, or 17.50% of the total.

TABLE 5.a.

DISTRIBUTION OF RESPONDENTS BY YEARS OF EDUCATION COMPLETED

Number of Years of Education Beyond High School	(N=80)	f	%
1	full year beyond high school	01	01.25
2	full years beyond high school	04	05.00
3	full years beyond high school	04	05.00
4	full years beyond high school	10	12.50
5	full years beyond high school	05	06.25
6	full years beyond high school	14	17.50
7	full years beyond high school	14	17.50
8	full years beyond high school	13	16.25
9	full years beyond high school	04	05.00
10	full years beyond high school	06	07.50
11	full years beyond high school	02	02.50
12	full years beyond high school	01	01.25
17	full years beyond high school	02	02.50
	Total	80	100.00

If U.S. educational levels are overlaid on these figures. as was done in Table 5.b.. suffice it to say that as least as far as BALT-L is concerned. it appears that 46.2% of those responding have their Doctorate.

Another observation is that even though. according to the question's wording. one could have answered with a "0" to indicate zero full years of education beyond high school. no one did. Feasibly, this is in part. or whole. due to a good percentage of computer exposure and/or access being from the academic setting.

TABLE 5.b.

DISTRIBUTION OF SURVEY RESPONDENTS BY U.S. POST HIGH SCHOOL EDUCATIONAL LEVELS

U.S. Post High School Educational Level (N=80)	f	%
01-04 full years beyond high school (4 year college/university)	19	23.75
05-06 full years beyond high school (2 year full time Master's student)	19	23.75
07-10 full years beyond high school (up to 4 full years for a Doctorate)	37	46.25
11-12 full years beyond high school (possibly post-doctoral work)	03	03.75
17 full years beyond high school (possibly having two or more higher degrees, or possibly misinterpreted the question)	02	02.50
Total	80	100.00

Question #4 What do you consider your primary field of academic and/or work concentration to be in?

As individuals may define their academic and/or work concentrations differently, this inquiry may have been better worded as a fill-in question. This is exemplified by one respondent who checked "Other," and clarified that by stating "I guess I would describe myself as a hybrid of several of your categories, concerned with science & technology policy, the information sciences, and foreign affairs." Another respondent checked "Other" to mean "History of science and technology." Yet another checked it

to mean "business + physics." And one stated "Public Affairs for ethnic Baltic-American organization."

Given all the varieties of responses for "Other." had this in fact been a fill-in question. quantifying the answers would have been an ordeal. Thus. 13 categories were created to hopefully accommodate most disciplines.

Notably. the majority of respondents shown in Table 6.a.. 24 out of 80. or 30%. were in the category of "Information Sciences (computers, libraries)." Followed by 11 or 13.75% in the "Natural Sciences (Bio.. Chem., Math, Geo., Physics, etc.)." Nine respondents. 11.25%. were in "Engineering/Architecture/Industrial Design/Drafting." While none responded from the secretarial sector. and only one individual listed him/herself under "Skilled Craftsman."

TABLE 6.a.

DISTRIBUTION OF SURVEY RESPONDENTS BY OCCUPATION

	Occupation (N=80)	f	%
a.	Humanities ...	07	08.75
b.	Social Sciences ...	10	12.50
c.	Natural Sciences ...	11	13.75
d.	Engineering ...	09	11.25
e.	Medical	02	02.50
f.	Business	05	06.25
g.	Legal	02	02.50
h.	Educational	03	03.75
i.	Secretarial	00	00.00
j.	Info Sciences ...	24	30.00
k.	Media ...	01	01.25
l.	Skilled Craftsman ...	01	01.25
m.	Other	05	06.25
	Total	80	100.00

The occupations were grouped together by what their respective foci were and resulted in Table 6.b. The disciplines that focused more on the sciences: Natural Sciences. Engineering. Medical (granted that medical could be people-focused as well). Information Sciences. contained 46 out of 80 or 57.50% of the respondents.

Those that were focused more on society: Social Sciences. Business. Legal. involved 17 out of 80 or 21.25% of those who responded.

The third most concentrated disciplines were those that were people-focused: Humanities (though yes. some could argue that the "Arts" and "Music" need not be focused on people, but often they are directed at people).

Education, and Media, occupied 11 out of 80 or 13.75% of the respondents.

TABLE 6.b.

DISTRIBUTION OF SURVEY RESPONDENTS BY OCCUPATIONAL GROUPING

Occupation (N=80)		f	%		Occupational Grouping	f	%
a.	Humanities ...	07	08.75				
h.	Educational	03	03.75				
k.	Media ...	01	01.25				
	Sub-total	11	13.75	=	PEOPLE-FOCUSED	11	13.75
c.	Natural Science ...	11	13.75				
d.	Engineering ...	09	11.25				
e.	Medical	02	02.50				
j.	Info Sciences ...	24	30.00				
	Sub-total	46	57.50	=	SCIENCE-FOCUSED	46	57.50
i.	Secretarial	00	00.00				
l.	Skilled Craftsman	01	01.25				
	Sub-total	01	01.25	=	SKILL-FOCUSED	01	01.25
b.	Social Sciences ...	10	12.50				
f.	Business	05	06.25				
g.	Legal	02	02.50				
	Sub-total	17	21.25	=	SOCIETY-FOCUSED	17	21.25
m.	Other	05	06.25				
	Sub-total	05	06.25	=	OTHER	05	06.25
					TOTAL	80	100.00

Question #5 What are your feelings towards computers/modern electronic technologies?

Not surprisingly, of the 80 respondents, shown in Table 7, none considered computers/modern electronic technology in a negative sense, while a full 72.5%, 58 out of 80, were definitely pro technology without ambivalence. Those who were "Ambivalent ([could] see advantages AND disadvantages [of computers/modern electronic technologies]) accounted for 26.25%, 21 out of 80 respondents.

TABLE 7

DISTRIBUTION OF SURVEY RESPONDENTS' FEELINGS TOWARDS COMPUTERS/MODERN ELECTRONIC TECHNOLOGIES

Feeling (N=80)	f	%
Pro ...	58	72.50
Ambivalent ...	21	26.25
Neutral ...	01	01.25
Con ...	00	00.00
Total	80	100.00

Question #6 How many electronic conference(s)/ e-mail discussion group(s) do you belong to?

As depicted in Table 8.a., the respondents vary greatly in the number of e-conferences/e-mail discussion groups they belong to, from the seventeen individuals who belong to only one group each, all the way up to the three individuals, 3.75%, who belong to the phenomenal number of fifty groups each!

The greatest concentration occurs with those who belonged to only one group each. 21.25%. The mean number of groups that an individual belonged to was eight.

TABLE 8.a.

DISTRIBUTION OF SURVEY RESPONDENTS BY QUANTITY OF ELECTRONIC CONFERENCE(S)/E-MAIL DISCUSSION GROUP(S) THEY BELONG TO

Quantity (N=80)	f	%	Quantity (N=80)		f		(Q x f)
1	17	21.25	1	x	17	=	17
2	08	10.00	2	x	08	=	16
3	10	12.50	3	x	10	=	30
4	06	07.50	4	x	06	=	24
5	04	05.00	5	x	04	=	20
6	06	07.50	6	x	06	=	36
7	03	03.75	7	x	03	=	21
8	05	06.25	8	x	05	=	40
9	01	01.25	9	x	01	=	09
10	06	07.25	10	x	06	=	60
11	02	02.50	11	x	02	=	22
12	01	01.25	12	x	01	=	12
14	01	01.25	14	x	01	=	14
15	01	01.25	15	x	01	=	15
20	03	03.75	20	x	03	=	60
30	02	02.50	30	x	02	=	60
39	01	01.25	39	x	01	=	39
50	03	03.75	50	x	03	=	150
Total	80	100.00	Total	=	80	=	645
			645	÷	80	=	**8.0625**

As shown in Table 8.b.. most of the respondents. 82.5%. belonged from one up to ten e-conference(s)/e-mail discussion group(s). Eight individuals, 10%, belonged from eleven to twenty groups. while six individuals. 7.5%.

belonged to over twenty groups a piece.

TABLE 8.b.

DISTRIBUTION OF SURVEY RESPONDENTS BY GROUPED QUANTITIES OF ELECTRONIC CONFERENCE(S)/E-MAIL DISCUSSION GROUP(S) THEY BELONG TO

Quantity	(N=80)	f	%
01-10		66	82.50
11-20		08	10.00
Over 20		06	07.50
Total		80	100.00

Question #7 How do you typically access your electronic conference(s)/e-mail discussion group(s)?

The statistics in Table 9 may be used to demonstrate one of this researcher's considerations, that being mentioned in Section I.E.5. under, "Optimum Posting Time for Optimum Response." While nearly half of the respondents, 47.5%, accessed e-conference(s)/e-mail discussion group(s) from computers at their work places, what if the majority, or a good portion, of the subscribers were in reality in school?

The survey, in this researcher's mind, was unfortunately posted at an inopportune time. at least in U.S. terms, as May 22 through June 6 is already, for most, summer break. Thus, this survey may have essentially excluded subscribers who were students.

While the statistics seem to indicate that more

accessed from work and home than from school, the relatively low response rate in spite of an anticipated novelty effect, may possibly have been attributable to school being out for the summer.

Additionally, one respondent did point out the fact that school and work need not be mutually exclusive. Likewise, home and work may be synonymous as well.

For the seven, 8.75%, respondents that listed "Other, some of the variant responses were, "All methods are used equally," and "by a government computer at home."

TABLE 9

DISTRIBUTION OF SURVEY RESPONDENTS BY MEANS OF ACCESS TO ELECTRONIC CONFERENCE(S)/E-MAIL DISCUSSION GROUP(S)

Means of Access (N=80)	f	%
Own computer and modem	20	25.00
Computer at school	15	18.75
Computer at work	38	47.50
Other	07	08.75
Total	80	100.00

Question #8 How are your overall computer skills?

The percentages in Table 10 follow what would appear to be a natural flow, steadily increasing, as perception of computer literacy raises. One individual, 1.25%, identified him/herself as "Barely literate," and one, 1.25%, identified him/herself as "Below average," and then the numbers jump

and begin their upward climb. Nineteen individuals. 23.75%. perceived themselves to have "Fair/average" computer literacy, which then climbed to 28 individuals, 35%, who considered themselves as "Above average," which rose to 31 individuals, 38.75%, who appraised themselves as being "Very fluent" in terms of computer skills.

This could be interpreted to signify that those have higher computer skill levels are more likely to be involved with technologies such as e-mail.

TABLE 10

DISTRIBUTION OF SURVEY RESPONDENTS BY SELF-PERCEPTION OF COMPUTER SKILL LEVEL

Skill Level (N=80)	f	%
Barely literate	01	01.25
Below average	01	01.25
Fair/Average	19	23.75
Above average	28	35.00
Very fluent	31	38.75
Total	80	100.00

Question #9 Rank the following from 1 to 5 (with 1 being the foremost reason), the primary reasons you personally access electronic conference(s)/e-mail discussion group(s):

Table 11 illustrates that the most common reason, 28 out of 80 or 35%, given for accessing an electronic conference(s)/e-mail discussion group(s) is that of, "General background information on a subject", with "Research purposes" cited as the most common in 20 out of

80. or 25% of the time.

"General background information on a subject" was also ranked as the second most given reason. 22 out of 80 or 27.5%. followed by "Social and/or Personal networking," with 21.25%.

"Social and/or Personal networking," 18.75%, edged out "Curiosity's sake," 17.5%, by just over one percentage point for the third most given reason.

While on the other hand, 78 out of 80 respondents, 97.5%. did not access for the reasons of "A class assignment."

One of the more thorough explanations given by a respondent, of the six, 7.5%, who ranked "Other," as his/her first reason stated:

> The basic reason I access the mailing lists and news-groups that I do, is for NEWS. These groups essentially supplant paper journals and newsletters that one might use in the library. The primary reasons that I want news are not particularly distinct, but include research, business information, general background information, professional networking, etc.; so I ranked those next.

Also listed under "Other." as the first reason was "direct access to information unavailable elsewhere," and two individuals both stated "... active in Baltic politics."

A rather unique first reason under "Other" included "My wife and I direct a higher educational exchange between Estonia and USA. E-mail is the backbone of our communication system and this net gives us information about the Baltics."

TABLE 11

DISTRIBUTION OF SURVEY RESPONDENTS BY RANKING OF THE FIVE FOREMOST REASONS FOR ACCESSING ELECTRONIC CONFERENCE(S)/E-MAIL DISCUSSION GROUP(S)

1st Reason f = %	2nd Reason f = %	3rd Reason f = %	4th Reason f = %	5th Reason f = %	Did not respond "-dnr-" f = %	Total f = %
			(N=80)			
Research purposes						
1st	2nd	3rd	4th	5th	-dnr-	Total
20=25.00	07=08.75	13=16.25	07=08.75	04=05.00	29=36.25	80=100.00
Business purposes						
1st	2nd	3rd	4th	5th	-dnr-	Total
07=08.75	09=11.25	06=07.50	06=07.50	09=11.25	43=53.75	80=100.00
General background info on a subject						
1st	2nd	3rd	4th	5th	-dnr-	Total
28=35.00	22=27.50	09=11.25	07=08.75	03=03.75	11=13.75	80=100.00
Part of a class assignment						
1st	2nd	3rd	4th	5th	-dnr-	Total
00=00.00	00=00.00	00=00.00	01=01.25	01=01.25	78=97.50	80=100.00
Technical/Computer-related interests						
1st	2nd	3rd	4th	5th	-dnr-	Total
09=11.25	12=15.00	09=11.25	11=13.75	09=11.25	30=37.50	80=100.00
Social and/or Personal networking						
1st	2nd	3rd	4th	5th	-dnr-	Total
07=08.75	17=21.25	15=18.75	11=13.75	08=10.00	22=27.50	80=100.00
Curiosity's sake						
1st	2nd	3rd	4th	5th	-dnr-	Total
02=02.50	06=07.50	14=17.50	16=20.00	17=21.25	25=31.25	80=100.00
Recreational and/or Leisure activity						
1st	2nd	3rd	4th	5th	-dnr-	Total
01=01.25	04=05.00	12=15.00	13=16.25	16=20.00	34=42.50	80=100.00
Other						
1st	2nd	3rd	4th	5th	-dnr-	Total
06=07.50	03=03.75	00=00.00	00=00.00	01=01.25	70=87.50	80=100.00

One homesick respondent ranked "Other" as his/her second reason. and explained "I read BALT-L because it is one of the few sources of information about Latvia (where I live) while I temporarily work [in the] USA.

Question #10 Rank the following from 1 to 5 (with 1 being most often), the type of computer technology you use the MOST:

In Table 12, the most common response, 39 out of 80 or 48.75%, given as "the type of computer technology [one] uses the MOST" is that of, "Word-processing", with "E-mail" cited as the most common in 18 out of 80, or 22.5% of the time.

Whereas these two types are neatly switched for being ranked as the second most given type, with "E-mail" now having 36 out of 80 or 45%, followed by "Word-processing" having 16 out 80 or 20%.

"Word-processing" was the most often cited third type as well, 15 out of 80 or 18.75%.

On the other end of the spectrum, 78 out of 80 respondents or 97.5% "Did not respond" to ranking "electronic shopping clubs."

Notably, 34 respondents, 42.5%, listed "Other," as one of their top four types, with 15 respondents, 18.75%, listing their own first definition of type under "Other." These included:

1) Numerical Computing
2) Compilers, user interface management systems

(I am a researcher in user interfaces)

3) Data acquisition and reduction; calculations relating thereto
4) Program development & maintenance
5) Data processing & statistical analysis (i.e., SPSS, SAS, Q methods)
6) Software development tools
7) To run statistical data analyses for fisheries research
8) Programming language and DMS
9) Circuit simulation
10) All activities related to system management
11) I am a programmer, so I write programs
12) I use statistical software SAS, BMDP ...
13) Programming
14) I am a logician working on automated theorem proving, so I write provers and experiment with their efficiency
15) Programming, porting, bug-fixing

One respondent even foreworded his e-survey responses to this researcher with the chastisement. "I was a little surprised that your 'usage of computers' question included neither programming nor running programs (other than, e.g., word processors and spread sheets) as options!"

One of the more unique responses given was two technologies ranked together as one respondent's third most often used type of computer technology. "Genealogy tracing and stock market analysis."

The number and variety of "Other" responses indicated to this researcher that this inquiry may possibly have been better worded to focus more specifically on the technology of e-mail, e.g., "Relative to the other types of computer technology you use, what is your estimated percentage of use devoted to e-mail?" Nonetheless, the responses under "Other" did indicate quite a depth of

TABLE 12

DISTRIBUTION OF SURVEY RESPONDENTS BY RANKING OF THE FIVE FOREMOST TYPES OF COMPUTER TECHNOLOGIES USED

1st Type f = %	2nd Type f = %	3rd Type f = %	4th Type f = %	5th Type f = %	Did not respond "-dnr-" f = %	Total f = %
			(N=80)			
Word-processing						
1st	2nd	3rd	4th	5th	-dnr-	Total
39=48.75	16=20.00	15=18.75	05=06.25	03=03.75	02=02.5	80=100.00
Spread sheets						
1st	2nd	3rd	4th	5th	-dnr-	Total
01=01.25	05=06.25	07=08.75	11=13.75	07=08.75	49=61.25	80=100.00
Online searching						
1st	2nd	3rd	4th	5th	-dnr-	Total
02=02.50	04=05.00	08=10.00	12=15.00	11=13.75	43=53.75	80=100.00
CD-ROM databases						
1st	2nd	3rd	4th	5th	-dnr-	Total
01=01.25	01=01.25	01=01.25	03=03.75	12=15.0	62=77.50	80=100.00
E-mail						
1st	2nd	3rd	4th	5th	-dnr-	Total
18=22.50	36=45.00	11=13.75	07=08.75	05=06.25	03=03.75	80=100.00
Tele-conferencing						
1st	2nd	3rd	4th	5th	-dnr-	Total
01=01.25	03=03.75	04=05.00	01=01.25	06=07.50	65=81.25	80=100.00
Computer graphics						
1st	2nd	3rd	4th	5th	-dnr-	Total
02=02.50	06=07.50	02=02.50	12=15.00	09=11.25	49=61.25	80=100.00
Faxes						
1st	2nd	3rd	4th	5th	-dnr-	Total
00=00.00	02=02.50	07=08.75	06=07.50	10=12.50	55=68.75	80=100.00
Electronic shopping clubs						
1st	2nd	3rd	4th	5th	-dnr-	Total
00=00.00	00=00.00	00=00.00	01=01.25	01=01.25	78=97.50	80=100.00
Electronic bulletin boards						
1st	2nd	3rd	4th	5th	-dnr-	Total
01=01.25	02=02.50	13=16.25	12=15.00	06=07.50	46=57.50	80=100.00
Other						
1st	2nd	3rd	4th	5th	-dnr-	Total
15=18.75	06=07.50	11=13.75	02=02.50	00=00.00	46=57.50	80=100.00

computer literacy. which would follow along with the 38.75% on "Question #8." who responded that they were "Very fluent" in their overall computer skills.

Question #11 How did you find out about BALT-L?

Earlier in this paper. it was stated that "One may have hypothesized that [the subscribers] learned about [BALT-L] within the context of modern electronic technology. However. it was possible that they learned about BALT-L by old-fashioned word of mouth." According to the respondents. in Table 13. 31 out of 80 or 38.75% did. in fact. learn about it in the new-fashioned way. while 19 out of 80 or 23.75% learned about it from a "Friend/classmate."

Of the ten respondents. 12.5%. that listed "Other" as their initial source of information about BALT-L. the sources they listed were:

1) Cannot remember
2) Faculty advisor
3) Latvian newspaper
4) Read about it in a Norwegian computer magazine
5) Co-founder
6) Mentioned by an e-mail acquaintance while discussing another topic
7) Baltic newsletter
8) Co-activist [this probably could been included under "Friend/classmate." if "Colleague" had also been added to this choice]
9) I don't remember
10) I set it up!

TABLE 13

DISTRIBUTION OF SURVEY RESPONDENTS BY SOURCE OF ORIGINAL CONTACT ABOUT BALT-L

Source (N=80)	f	%
Discussion group on e-mail	31	38.75
Academic/research related source	13	16.25
Family member	03	03.75
Friend/classmate	19	23.75
Business associate	04	05.00
Other	10	12.50
Total	80	100.00

Question #12 Is/are your interest(s) in BALT-L's listings primarily ... broadly based ... or ... narrowly focused?

Table 14 indicates that 61 out of 80 or 76.25% of the respondents have interests that were specifically focused on the Baltics. not merely generalized to its part in the arena of Eastern and Western Europe and/or the former Soviet Union.

TABLE 14

DISTRIBUTION OF SURVEY RESPONDENTS BY SCOPE OF INTEREST IN BALT-L

Scope of Interest (N=80)	f	%
Broadly based	19	23.75
Narrowly focused	61	76.25
Total	80	100.00

Question #13 What country are you a citizen of?

In the section. "Definition of Terms." the term "Internet." was defined as covering 35 countries. as of March 1990. In the responses (see Table 15). eleven different citizenries participated. along with one individual that had the unique feature of a dual citizenship from Latvia and the USA. The USA. perhaps because it did give birth to the Internet. predominated with 60% of the total. 48 out of 80 respondents.

Note that no respondents are citizens of Africa. Asia. or South America. but there were four out of the 80 or 5% that were from Australia.

TABLE 15

DISTRIBUTION OF SURVEY RESPONDENTS BY CITIZENSHIP

Citizen of: (N=80)	f	%
Australia	04	05.00
Canada	06	07.50
Estonia	04	05.00
Finland	04	05.00
Germany	01	01.25
Latvia	01	01.25
Lithuania	06	07.50
Netherlands	01	01.25
Norway	02	02.50
United Kingdom	01	01.25
USA	48	60.00
USA & Latvia	01	01.25
Did not respond. -dnr-	01	01.25
Total	80	100.00

Question #14 From what country are you accessing BALT-L?

Table 16 displays the number of the locations from which BALT-L is being accessed, fourteen to be exact.

Though Table 15 listed 48 respondents as citizens of the USA, Table 16 lists 51 out of the 80 or 63.75%, who accessed BALT-L from the USA. Seven out of 80, 8.75%, accessed it from Canada, followed by four, 5%, who accessed it from Australia.

Yet, herein lies an example of the aforementioned fact that "one needed to be very careful to compose one's study in a way that will be understood across international boundaries." Though the fill-in question is quite clear and succinct, there undisputedly was some haze and mixing of borders in the answers of "Great Britain," "Ireland," and "United Kingdom." In this study, those three responses could possibly have been classified together under "United Kingdom," but some could and would have argued that doing so would be almost, but not as severely incorrect, as had Estonia, Latvia, and Lithuania been categorized under the USSR, which some continue to do so.

In a much more comprehensive and extensive study, one may not wish to use this as a fill-in question, but rather provide a list of countries, with the option of "Other," or at least identify an area regionally. As the Internet continues its expansion, and political boundaries keep altering, eventually one may conceivably need to

provide a way for respondents to tap into, for instance, a National Geographic database of countries worldwide in order to assure uniformity in responses.

Of the 80 who responded in Table 16, seventeen individuals, 21.25%, were not in the land of their citizenship. Four Americans accessed BALT-L from outside of the USA, while five individuals, who accessed it from within the USA, were not Americans. All seventeen variations, the most unique being an "Estonian accessing from New Zealand" are as follows:

American	accessing from	Canada
"	"	Great Britain
"	"	Hungary
"	"	Ireland
Canadian	accessing from	the USA
Estonian	accessing from	Finland
"	"	"
"	"	New Zealand
Fin	accessing from	Canada
"	"	Sweden
"	"	the USA
German	accessing from	the USA
Latvian	accessing from	the USA
Lithuanian	accessing from	Great Britain
"	"	Sweden
"	"	the United Kingdom
"	"	the USA

TABLE 16

DISTRIBUTION OF SURVEY RESPONDENTS BY COUNTRY OF ACCESS

Country (N=80)	f	%
Australia	04	05.00
Canada	07	08.75
Estonia	01	01.25
Finland	03	03.75
Great Britain	02	02.50
Hungary	01	01.25
Ireland	01	01.25
Lithuania	02	02.50
Netherlands	01	01.25
New Zealand	01	01.25
Norway	02	02.50
Sweden	02	02.50
United Kingdom	02	02.50
USA	51	63.75
Total	80	100.00

Question #15 How long have you been a subscriber to BALT-L?

BALT-L has been in existence since June 1990. some two plus years now. and according to these figures close to half. 47.5% of the respondents have been with this particular e-conference/e-mail discussion group for "Over a year," as of June 1992. which indicates quite a loyal following. Interestingly. this is not immediately followed by those involved "Over half a year. but less than a full year," which pertained to 17 out of the 80 or 21.25%. The second largest number of subscribers. based on those responding. were the 24 out of 80 or 30%. who had at that point been on BALT-L "1 to 6 months."

TABLE 17

DISTRIBUTION OF SURVEY RESPONDENTS BY
DURATION OF SUBSCRIPTION TO BALT-L

Duration (N=80)	f	%
A few weeks	01	01.25
1 to 6 months	24	30.00
Over half a year, but less than a full year	17	21.25
Over a year	38	47.50
Total	80	100.00

Question #16 I try to access my electronic conference(s)/ e-mail discussion group listing(s), including BALT-L, ... daily ... weekly ... monthly ... infrequently:

The fact that 71 out of 80 of the respondents, 88.75%, tried to "Daily" access their e-conference/e-mail discussion group listings from their electronic mailboxes depicted a quite active ritual analogous to the daily rite of checking for one's traditional mail in one's traditional mailbox for expected and unexpected deliveries as well as to keep it from overflowing. E-mail's analogy to an "overflowing" mailbox would be the condition in which messages "bounce" back to the sender, a situation most editors frown upon as these "bounced" back messages then clutter up their mailboxes.

Eight respondents out of 80, 10%, checked their e-mailboxes "Weekly," none of the respondents checked on a "Monthly" basis, while one individual, representing 1.25% of the whole, checked his/her mailbox "Very infrequently."

TABLE 18

DISTRIBUTION OF SURVEY RESPONDENTS BY FREQUENCY OF ACCESS OF ELECTRONIC CONFERENCE(S)/E-MAIL DISCUSSION GROUP LISTING(S)

Access Frequency (N=80)	f	%
Daily	71	88.75
Weekly	08	10.00
Monthly	00	00.00
Very infrequently	01	01.25
Total	80	100.00

Question #17 If you consider yourself to be of Baltic origin, please place an asterisk directly in front of those choices below that you consider yourself to be (NOTE: you may mark two choices, or even all three if need be):

The somewhat, but not overly, surprising statistics, illustrated in Table 19, is that ethnicity alone does not necessarily dictate interest in an ethnically focused e-conference/e-mail discussion group such as BALT-L. Forty percent of those responding to the survey, 32 out of 80, do not consider themselves to be of Baltic origin.

Granted that leaves 60%, or 48 out of 80, that do consider themselves to be of Baltic descent, with 21 out of 80 or 26.25% who considered themselves as Lithuanian, 19 out of 80 or 23.75% as Latvian, and eight out of 80 or 10% as Estonian.

In considering those of Baltic origin, 48 out of 80, as an entity itself, then 21 out of 48 or 43.75% are Lithuanian. 19 out of 48 or 39.58% are Latvian, and 8 out of

48 or 16.67% are Estonian.

While the option was given in which an individual could have marked with an asterisk. in front of more than one of the three Baltic groups: for example, on the unique occurrence that one's father was Lithuanian. one's maternal grandfather was Estonian. and one's maternal grandmother was Latvian. this blending of Baltic blood was not evident in any of the said respondents.

One very ethnocentric error of this researcher. who is of Latvian descent. was the "unintentional" exclusion of the ethnicity of Russian. for it would have been interesting to see if any of the 40% that did not identify themselves as one of the three Baltic ethnicities listed. were in fact of Russian extraction. or a mix thereof.

When inquiring about sometimes sensitive areas. such as ethnicity. attention to this type of ethnocentricity is very important, especially as BALT-L continues to gain e-mail enthusiasts in the Baltics. and for that matter. as the Internet gains enthusiasts worldwide. for it would be inconceivable for some of the subscribers on ethnically-focused e-conference/e-mail discussion group then not to be of ethnicities other than those commonly anticipated. The all inclusiveness in survey response choices becomes more and more difficult as the Internet expands internationally.

The rewording of an inquiry of this type. one that deals with origins or ancestry. is crucial to accurately

reflect changing demographics, not from a supremacy standpoint, but from the fact that many individuals exist that are uniquely mixed hybrids, just as the individual who responded to Question #18, whose "Father emigrated from Estonia as Baltic German, [and] is half Estonian." His/her response does not even touch on the ancestry of his/her father's other side, and what of the ancestry of this person's mother? Should this individual marry someone from Indonesia, Zimbabwe, or Peru, would his/her children be wrong in stating they considered themselves of Baltic origin? Are they more or less Baltic than a 100% Russian who has lived in the Baltics all his or her life, and married a Baltic spouse? Or a child of unknown origin, who is adopted by first generation Balts in the US? Possibly ethnicity is more a state of mind than a bloodline.

TABLE 19

DISTRIBUTION OF SURVEY RESPONDENTS BY BALTIC ORIGIN

Baltic Origin (N=80)	f	%
Estonian	08	10.00
Latvian	19	23.75
Lithuanian	21	26.25
Did not respond, "-dnr-"	32	40.00
Total	80	100.00

Question #18 For those of Baltic origin, are you: ... a resident ... 1st ... 2nd ... 3rd generation ... etc.?

The results in Table 20. characterized that 34 out of 80 or 42.5% of the total respondents were those who "Did not respond, -dnr-." meaning they considered themselves not to be of Baltic origin.

When considering all those who did respond otherwise as a group, 46 out of 80 or 57.5% did claim some degree of Baltic ancestry. Twenty out of 46 or 43.48%, classified themselves as being "2nd generation," meaning their parents fled/emigrated from the Baltics. Nine out of 46 or 19.57%, were "1st generation," they themselves had fled/emigrated: while seven or 15.22% were "Currently [residents] of a Baltic country. Four or 8.69% responded that they were "3rd generation," with their grandparents having emigrated, and three or 6.52% replied that they were "Further back than 3rd generation."

Of the three respondents, 6.52%, that chose "Other," their responses were:

- Relationship unknown but probable
  [This could have been under "Further back than 3rd generation." unless this individual, or one of his/her ancestors, was perhaps adopted and rumored to be from the Baltics]
- Father emigrated from Estonia as Baltic German, is half Estonian
  [This could have been under "2nd generation," as the father did "emigrate from Estonia", but it is complicated by the fact that the father is "half Estonian"]
- I am an Estonian citizen, not permanently residing in Finland
  [This could have been accommodated, if the first choice given read "Generally a resident of a

Baltic country." rather than "Currently ..."]

Semantically and historically, most of the first and second generation Balts in other countries did not in fact emigrate, but as one respondent disquietingly reminded this researcher, "Although it should be said that 'emigration' is a painfully inappropriate word choice, to begin with, and somehow doesn't apply to a 5-year-old fleeing for his life along with parents and family."

TABLE 20

DISTRIBUTION OF SURVEY RESPONDENTS BY DEPTH OF BALTIC ANCESTRY

Ancestral Depth (N=80)	f	%	(N=46) f	%
Currently a resident ...	07	08.75	07	15.22
1st generation ...	09	11.25	09	19.57
2nd generation ...	20	25.00	20	43.48
3rd generation ...	04	05.00	04	08.69
Further back than 3rd generation	03	03.75	03	06.52
Other	03	03.75	03	06.52
Did not respond, "-dnr-", thus not of Baltic origin	34	42.50	--	------
Total	80	100.00	46	100.00

Question #19 Have you contributed to BALT-L?

One of the reasons given as to why BALT-L was chosen as the focal point of this study, was that it was an active e-conference/e-mail discussion group, the 49 out of 80 or 61.25% (see Table 21) who responded that "Yes" they have contributed to BALT-L, attested to the fact that at least of

those who responded. they were active in making contributions. This question may have been followed by one that asked "How many times have you contributed to BALT-L ... 1 to 5 ... 6 to 10 ... 11 to 20 ... more than 20 times?" to determine the depth of the participation.

TABLE 21

DISTRIBUTION OF SURVEY RESPONDENTS BY WHETHER OR NOT THEY HAVE CONTRIBUTED TO BALT-L

Contributed? (N=80)	f	%
Yes	49	61.25
No	30	37.50
Did not respond. "-dnr-"	01	01.25
Total	80	100.00

Question #20 If you responded YES to the above question and your contribution was an inquiry, do you feel you received a satisfactory response to your question?

Table 22 exhibits subscriber satisfaction for the most part with BALT-L from the standpoint of those who have had inquiries. 35 out of 80 or 43.75%. Out of these 35. 17 out of 35 or 48.57% were "Satisfied" and 15 out of 35 or 42.85% were "Partially satisfied."

TABLE 22

DISTRIBUTION OF SURVEY RESPONDENTS BY WHETHER OR NOT THEY FEEL THEY HAVE RECEIVED A SATISFACTORY RESPONSE TO AN INQUIRY OF THEIRS POSTED ON BALT-L

Satisfied? (N=80)	f	%	(N=35) f	%
Yes	17	21.25	17	48.57
Partially satisfactory	15	18.75	15	42.86
No	03	03.75	03	08.57
Did not respond, "-dnr-"	45	56.25	--	------
Total	80	100.00	35	100.00

Question #21 As a result of BALT-L's postings have you networked and personally corresponded with other BALT-L participants directly?

One of the unseen benefits of e-mail is that it lends itself to networking, not only in the electronic sense, but in the personal sense, as stated earlier in BALT-L's "softer definition" of itself, "a network of people building up people-to-people contacts."

The majority of the respondents, 57 out of 80 or 71.25%, have gone on to pursue this "softer definition" of networking.

TABLE 23

DISTRIBUTION OF SURVEY RESPONDENTS BY THOSE WHO HAVE NETWORKED AND PERSONALLY CORRESPONDED WITH OTHER BALT-L PARTICIPANTS DIRECTLY

Networked? (N=80)	f	%
Yes	57	71.25
No	23	28.75
Total	80	100.00

Question #22 Rank the following from 1 to 5 (with 1 being the foremost), the issues that you personally would like BALT-L to delve into more:

Most frequently cited, 19 out of 80 or 23.75%, as the "[first] issue that [one] personally would like BALT-L to delve into more" was the fact that most respondents were "Content with BALT-L as is," with "Cultural/Historical" issues cited as the second most common first issue, 16 out of 80 or 20%.

Ranked as the second most important issue was "Politics" with 17 out of 80 respondents or 21.25%. Tied with 13 out of 80, 16.25%, respondents were "Economics/Business," and "Cultural/Historical" concerns.

"Economics/Business," and "Cultural/Historical" concerns were both ranked at the top of all those ranked third, once again with 13 respondents each, or 16.25% of the whole.

Eight respondents, 10%, listed "Other" as the foremost issue that they would like BALT-L to delve into.

"Other" was then defined as:

- Travel
- Language questions (I am a linguist and language specialist)
- How to aid in general recovery, covering in help of all categories listed
- Information. This is most important for me as a Baltic state citizen, concerning [all issues mentioned] with activity directed West --> Baltics.
- Constitution/legal reforms
- I would like to see more actual information from the Baltics itself (on a regular basis)
- Social policy/services/welfare
- Higher education programs between Estonia and other countries

Other issues mentioned under "Other." with rankings two through five, included:

- Religious and philosophical foundations
- Practical info, such as places to stay, cost, etc.
- Desktop publishing
- Defense, public safety
- Folk dances from the countries and folklore [this could have been calculated in under "Cultural/Historical"]
- Police and military activities
- Helping colleagues in Baltic countries in respondents' work-related areas

E-conferences/e-mail discussion groups may consider occasionally doing a mini-survey of their subscribers, even if only with this question alone, so as to determine what issues are most popular and what issues may have been neglected. Neglect of certain issues is not uncommon, especially when a heated discussion, usually between only a few strong personalities, on one or a few topics, develops and then starts to dominate.

TABLE 24

DISTRIBUTION OF SURVEY RESPONDENTS BY RANKING OF THE FIVE FOREMOST ISSUES THEY WOULD LIKE BALT-L TO DELVE INTO

1st Issue f = %	2nd Issue f = %	3rd Issue f = %	4th Issue f = %	5th Issue f = %	Did not respond "-dnr-" f = %	Total f = %
			(N=80)			
Politics						
1st	2nd	3rd	4th	5th	-dnr-	Total
11=13.75	17=21.25	10=12.50	07=08.75	05=06.25	30=37.50	80=100.00
Economics/Business						
1st	2nd	3rd	4th	5th	-dnr-	Total
11=13.75	13=16.25	13=16.25	03=03.75	07=08.75	33=41.25	80=100.00
Cultural/Historical						
1st	2nd	3rd	4th	5th	-dnr-	Total
16=20.00	13=16.25	13=16.25	08=10.00	06=07.50	24=30.00	80=100.00
Educational						
1st	2nd	3rd	4th	5th	-dnr-	Total
06=07.50	10=12.50	09=11.25	15=18.75	08=10.00	32=40.00	80=100.00
Health						
1st	2nd	3rd	4th	5th	-dnr-	Total
01=01.25	01=01.25	07=08.75	09=11.25	04=05.00	58=72.50	80=100.00
Scientific						
1st	2nd	3rd	4th	5th	-dnr-	Total
06=07.50	10=12.50	05=06.25	06=07.50	09=11.25	44=55.00	80=100.00
Environmental						
1st	2nd	3rd	4th	5th	-dnr-	Total
02=02.50	07=08.75	06=07.50	10=12.50	11=13.75	44=55.00	80=100.00
Content with BALT-L as is						
1st	2nd	3rd	4th	5th	-dnr-	Total
19=23.75	01=01.25	02=02.50	03=03.75	03=03.75	52=65.00	80=100.00
Other						
1st	2nd	3rd	4th	5th	-dnr-	Total
08=10.00	03=03.75	02=02.50	03=03.75	06=07.50	58=72.50	80=100.00

Question #23 Now, last but not least, a final open-ended question ... Please discuss anything unique that you may have experienced on other electronic conferences/e-mail discussion groups or thought of on your own that you would like to see incorporated on BALT-L (if deemed feasible)?

Thirty-one or 43.66% out of the 71 respondents. on the UBVM listserver. had responses and/or suggestions to this open-ended query: as did four or 44.44% out of the nine respondents on the UKACRL listserver. Of the total of 35 responses and/or suggestions. they averaged seven lines in length. Many of the responses were simply compliments to BALT-L's editor for a job well done. Some of the more pertinent responses are excerpted here:

> Advice to other travellers. and important issues that need attention in those countries.
>
> I find the business and travel information from BALT-L useful for business reasons ... I pass tidbits from BALT-L along to co-workers who are making business arrangements with former Soviet Republics. including the Baltics.
>
> ... more in Baltic languages ... perhaps we need three sub-groups ...
>
> I [the editor of a well-known travel guide] read it with a particular eye to being on top of the travel industry in the Baltics (including visa requirements. transport developments. and the like). and I've also found it a good primer for myself on cultural. and political issues. But the main point for me is that there is really no periodical anywhere in the library which will give me as up-to-date information on the development of the Baltic transport and tourism industry as BALT-L.
>
> I find the list useful from a personal background and as a professional. I am a political scientist and my major interests are ethnic politics. criminal justice. and public administration.

From time to time, BALT-L has been victimized by North American 'intellectuals' with scant knowledge of the Baltics, or the issues that concern us, strictly for the purpose of starting 'flame wars.' [essentially, an 'overly-heated' debate] ... maybe we ought to have a therapy board for these folks ...

... it should be worth some historical research to check out to what extent 'emigre' organizations actually used electronic means for communication before 'independence' hit.

BALT-L helps to stamp out the appalling ignorance of the Balts themselves.

I envisage establishing regular contacts with networkers in Latvia in the not too distant future.

I would like to see an information clearinghouse of telephone numbers and other authorities/people one can contact to get information on events in the Baltics.

I believe an electronic bulletin board should have short entries that can be read on a single screen display. Longer position papers (and diatribes) belong in an accessible file but not where we all have to scan so much verbiage to get through our [electronic] mail each day.

Actually, I quite like this format, and wish some of the other [39!] lists I participate in had such a format.

It would be nice to get some more regular news summaries and/or press releases concerning current events.

I really! appreciated the discussions of word-processing on Macintosh & IBM-compatible computers that I unexpectedly found on BALT-L [regarding ways in which each Baltic language's diacritical marks can be made to appear] ... Also, having such a window into other cultures is wonderful ...

... issue a list of subscribers from time to time: this is a useful e-mail directory of people one can contact directly [via e-mail] if appropriate.

Intercultural exchange and other activities to help nonBalts learn more about the Baltics.

> How about sub-conferences. or at least a list of participants broken out by interests? I'm an economist interested in the transition to the market.

Surprisingly, seven or 87.5% of the eight "cascading redistribution" respondents responded to this open-ended query, and some at great length. The researcher included a few of their responses as well as they were also of merit.

> Of all the e-conferences of which I am a part [the respondent belongs to 12 e-conferences]. I am most pleased with BALT-L. The level and quality of discussions. the topics. the amount of 'mail' are all just about right. Why tamper with success?
>
> ... more about networking initiatives in the Baltic states.
>
> Consider the possibility of allowing the BALT-L list [to] be a depository of Baltic related research papers to allow others studying the Baltic countries a library on related info.

V. CONCLUSIONS

A. INCENTIVES

1. Interest Level

In spite of the many perplexing, yet interesting, frustrations encountered, the researcher's interest kept up, inspired by unsolicited encouragements forwarded by many of the respondents.

2. A Learning Experience.

Exposure to and experience on how to use e-mail for the researcher, and many others, if not all, who were directly or indirectly involved with this study increased to varying degrees. It is, as previously stated, still a relatively unique electronic phenomenon in spite of the fact of its dramatic growth in recent years.

B. CLOSING COMMENTS ON FINDINGS

1. General Background/Demographics

It was not startling to find the majority of the 80 respondents, 85%, to be male; nor was the fact that 46.25% of the whole had enough full years of schooling to be equivalent to a U.S. doctoral level. This lack of surprise stemmed from familiarity with BALT-L, as the researcher had previously informally observed many postings followed by the

poster's title and/or university affiliation.

It was comforting and inspiring to know that at least 8 out of 80, or 10%, of the respondents, those whose age was 60 or older, had kept up with electronic developments such as e-mail, for it is often too easy for some individuals not to be bothered with the effort of keeping up with an ever-changing field such as this.

As for academic and/or work disciplines, it was obvious by the 30% within the "Information sciences," and by the abundance of examples, fifteen, that followed the ranking of "Other" in regards to the first "Type of computer technology used," and emphasized by the 38.75% who considered themselves as "very fluent" when it comes to their "Overall computer skills, that those who subscribed to BALT-L and responded to the survey make up a select portion of society at large. Yet this profile may not be atypical when limited to those who do access e-conferences/e-mail discussion groups.

2. General Computer Background

As exemplified by the 30% of the respondents specifically within the "Information sciences," and 57.50% generally being in science-focused fields, this population must have an extremely high computer comfort quotient. This is further substantiated with numbers such as 72.5% of the respondents feeling "Pro" towards "Computers/modern electronic technologies," 82.5% who accessed their e-mail

listings on a daily basis, 24% who had their own computer and modem from which to access from, and eight being the average number of e-conferences/e-mail discussion groups a respondent belonged to.

3. BALT-L Specific

Electronic sources accounted for 38.75% of the sources given for initial information on BALT-L, which given the respondents' computer fluency is not astounding.

Eleven different citizenships were represented accessed from fourteen different countries, with seventeen individuals accessing from countries other than their own.

Sixty percent of the respondents were of Baltic origin, with 43.48% of the 46 Balts who responded being "2nd generation," leaving 40% of the total respondents who accessed BALT-L for reasons other than ethnicity, but 76.25% of the whole were "Narrowly focused" specifically on the Baltics.

4. Closing Inquiries

On the whole, the respondents were active in keeping BALT-L alive, with 61.25% having made contributions to it, and of those with inquiries, 48.57% had been satisfied with the response(s) they received.

The electronic network extended itself into the more personal sense of the word with 71.25% of the respondents networking and personally corresponding with other BALT-L participants directly.

Thirty-five of the 80 respondents took the time to compose an average of seven lines apiece with their comments and/or suggestions regarding details they would like BALT-L to possibly incorporate.

5. Additional Purpose

The actual act of conducting research on e-mail via e-mail was a fascinating, yet perplexing endeavor. The perplexities arose not only from having to set up an answer sheet that could be electronically transmitted, electronically responded to, electronically sent back, and then electronically tabulated, which would be relatively easy to those in the know, but also to perplexities regarding survey composition particularly in making answers as inclusive as possible while knowing that international boundaries may cause different interpretations.

C. RECOMMENDATIONS FOR FUTURE RESEARCH

As e-mail has already grown tremendously, it is unlikely that it would soon stop growing. Research on this topic, should by all means be pursued much more vigorously, and not only with empirical/quantitative analyzes, but in sociological/qualitative terms as well, for it may otherwise overwhelm us.

Given the relative youth of e-mail as a technology and medium of communication, research opportunities are virtually unlimited. Some of respondents to this electronic

survey went as far as to suggest Ph.D. topics this researcher should consider, such as examining the extent to which e-mail currently impacts on our lives. The impact may be measured by inquiries as to how many and how often network users use e-mail, instead of telephone or letter, to correspond with friends and relatives. Other inquiries can be fashioned along the lines of "How many people actively try to get others linked up to them by e-mail?" or "How often, and how much, of your e-mail postings do you pass on to others, and by what medium?"

Since e-mail access currently resides almost exclusively within the hallowed halls of academia, business, or with those with computers at home, is the populace at large aware that a phenomenon such as this exists? Some individuals, such as Dr. Tom Grunder of the National Public Telecomputing Network (Grunder 1992), are genuinely concerned that this technology primarily available at taxpayers' expense will not be readily and equally available to all taxpayers as it should be. Further research could query the world outside these enclaves as to their awareness of and/or interest in e-mail's availability and accessibility.

Research within the medium itself, that is research wholly conducted electronically, can be expanded and refined. A speculation raised in regards to Question #14, was if actual whole databases, such as a National Geographic

database of countries worldwide, could be neatly and succinctly incorporated into a survey, so as to maintain uniformity in responses.

Future research topics are almost as limitless as the expansiveness of the Internet.

D. CLOSING THOUGHTS

Succinctly, Joyce Kinkead declaimed, "Let me reinforce that electronic mail is *intrinsically motivating* (Kinkead 1987, 341).

If one takes the intrinsic motivation of e-mail that Kinkead speaks of, with all its expansiveness and efficiency, among its many other acclaimed attributes minus the disadvantages that the best of computer scientists' minds are always confident they will at some point work through, one then has arrived at Stevan Harnad's "Post-Gutenberg Galaxy: The Fourth Revolution in the Means of Production of Knowledge" (Harnad 1991). To him the change has already well begun and many will be caught off guard, except for those like him who are still attempting to convey to others the wonders of this change as well as the potential magnitude of its effect.

The change involves many of the topics that this electronic survey on BALT-L covered, whether directly or indirectly. Topics to be touched, if not flattened, by this change are such basics as information retrieval, storage,

and dispersal: education and research: communications and international interconnectivity: privacy/confidentially: as well as the freedom of access.

Freedom of access significantly applies to those within the Baltics. as subscribers to BALT-L and as some of the respondents to this survey. for they would not have been able to participate without the technology and freedom in place.

APPENDICES

A. APPENDIX A - ARCHIVAL FILES ON BALT-L.

<jmyhg%acadvm1.uottawa.ca@OMSTVMA.ACS.OHIO-STATE.EDU>
Subject: BALT:2012 Wishes; ta-ta Gorby; info files at listserv@ubvm
To: Multiple recipients of list BALT-L <BALT-L@UBVM>

Original Sender: Jean-Michel Thizy <jmyhg@acadvm1.uottawa.ca>

We get frequent requests for addresses of working nodes in the Baltic countries. We periodically update the files, e.g. EESTI SITELIST, and others listed below, all available from listserv@ubvm.cc.buffalo.edu (a size 1 indicates that the file is not available yet). Many of these files are extremely sketchy, and will not be updated in 1992 unless you submit an update to us. The list of these files is available in the LONG document that you can get by issuing the command INDE BALT-L in a mail to listserv, along with the names of the 2000'some past contributions.
BALT-L FILES, a smaller file avoiding possible restrictions of mail size on its way back to you, is containing the following:

	Name	Type	Size	Creation date	Comment
ESTONIA	EESTI	ASSOCIAT	0	....	list of Estonian associations & center
	EESTI	BIBLIO	0	....	list of Estonian bibliographic informa
	EESTI	EXCHANGE	183	91/09/12 11:59:43	list of Estonian exchange programs
	EESTI	ECONOMIC	85	91/09/05 11:40:45	brief economic facts re. assistance pr
	EESTI	MAILORDR	1		list of Estonian mail-order programs
	EESTI	PRESS	414	91/09/16 08:52:25	list of Estonian periodicals
	EESTI	RADIO-TV	148	91/06/21 13:42:23	list of Estonian radios and tv's
	EESTI	SITELIST	784	91/09/23 06:29:45	list of Estonian connected sites
	EESTI	TOURISM	161	91/07/06 07:22:05	list of Estonian tourism information
	EESTI	UNIVERSI	557	91/09/23 06:29:50	list of Estonian academic institutions
	EESTI	WHOSWHO	43	91/07/14 07:33:29	list of Estonianrepresentatives and exs
LATVIA	LATVIJA	ASSOCIAT	1	92/11/25 13:14:02	list of Latvian associations and cente
	LATVIJA	BIBLIO	5	92/12/03 07:37:18	list of Latvian bibliographic informat
	LATVIJA	ECONOMIC	84	91/09/05 11:40:46	brief economic facts re. assistance pr
	LATVIJA	EXCHANGE	144	91/09/12 10:30:32	list of Latvian exchange programs
	LATVIJA	LUMII	326	91/03/16 11:59:53	description of Research Institute of M
	LATVIJA	MAILORDR	0	....	list of Latvian mail-order programs
	LATVIJA	PHONECOD	29	92/11/25 08:32:06	list of Latvian telephone area codes
	LATVIJA	PRESS	424	91/09/23 06:41:22	list of Latvian periodicals
	LATVIJA	RADIO-TV	205	91/06/21 13:42:22	list of Latvian radios and tv's
	LATVIJA	SITELIST	160	91/09/09 13:15:57	list of Latvian connected sites
	LATVIJA	TOURISM	161	91/07/06 07:22:04	list of Latvian tourism information
	LATVIJA	UNIVERSI	276	91/09/12 10:30:34	list of Latvian academic institutions
	LATVIJA	WHOSWHO	276	91/07/14 07:33:30	list of Latvian representatives and ex
LITHUANIA	LIETUVA	ASSOCIAT	68	92/11/25 13:14:15	list of Lithuanian associations and ce
	LIETUVA	BIBLIO	0	....	list of Lithuanian bibliographic info
	LIETUVA	ECONOMIC	84	91/09/05 11:40:44	brief economic facts re. assistance pr
	LIETUVA	EXCHANGE	158	91/09/12 10:30:29	list of Lithuanian exchange programs
	LIETUVA	JAN13-91	191	91/09/05 11:44:47	Brief history of tragic Jan. 91 events
	LIETUVA	LAWS	52	91/12/07 09:11:28	Index of Lithuanian law files
	LIETUVA	LAW1	431	91/12/07 08:52:04	some Lithuanian laws
	LIETUVA	LAW2	352	91/12/07 08:51:44	some Lithuanian laws
	LIETUVA	LAW3	356	91/12/07 08:51:46	some Lithuanian laws
	LIETUVA	LAW4	442	91/12/07 08:51:42	some Lithuanian laws
	LIETUVA	LAW5	341	91/12/07 08:51:41	some Lithuanian laws
	LIETUVA	LAW6	344	91/12/07 08:51:39	some Lithuanian laws
	LIETUVA	LAW7	472	91/12/07 08:51:36	some Lithuanian laws
	LIETUVA	LAW8	128	91/12/07 08:51:38	some Lithuanian laws
	LIETUVA	PROVLAWS	536	91/12/05 05:15:11	some Lithuanian corporate laws
	LIETUVA	MAILORDR	1		list of Lithuanian mail-order program
	LIETUVA	NEGOTIAT	566	91/09/05 11:44:48	Brief history of attempted Lithuanian-
	LIETUVA	PRESS	256	91/09/16 08:52:28	list of Lithuanian periodicals
	LIETUVA	RADIO-TV	204	91/06/21 13:42:19	list of Lithuanian radios and tv's
	LIETUVA	SITELIST	671	91/12/05 13:26:08	list of Lithuanian connected sites
	LIETUVA	TOURISM	161	91/07/06 07:22:02	list of Lithuanian tourism information
	LIETUVA	UNIVERSI	371	91/09/12 10:30:36	list of Lithuanian academic institutio
	LIETUVA	WHOSWHO	77	91/07/14 07:33:27	list of Lithuanian representatives and

BEST COPY AVAILABLE

B. APPENDIX B - EXAMPLES OF PERCEIVED INTEREST IN BALT-L

Subject: media registration

A professor and I were wondering if there was any sort of registration of newspapers and journals ongoing right now in the newly formed states, that would keep records on the following points:

1) language of the paper/journal
2) ownership, either by a corporation or individuals
3) readership
4) geographic spread of it's distribution nodes, i.e., would a Latvian paper still be sold in Moscow, or would Russian papers still be sold in the new states.

If anyone knows what department(s) would be likely to have such information, I would appreciate a direct post to my address.

Thanks, Darren Purcell University of Kentucky, Dept. of Geography .
UK084180ukcc.uky.edu

Original sender: miller.3@osu.edu (David Neal Miller)

Can anyone provide a current update on higher education in Lithuania? I'd be especially interested to learn the fate of the wonderfully audacious Vytautas Magnus University in Kovno/Kaunas. Has there been any growth of inter-institutional cooperation? Is there a difference in academic quality, real or perceived, between the old-line institutions and those newly created? How have curricula changed since independence? Any reports or insights would be very much appreciated.

Original sender: SCHRAMA@SNYONEVA

Hello!

I am new on the list. I am travelling to Latvia this May. I hope to take a ferry from Sweden to Riga. I am interested in any tips anyone might have about travelling, accomodation, or points of interest. Please contact me direct at:

Thank you.
Allan Schrama (Intercultural Communication Dept. - State Univ. of New York at Oneonta)

X-Delivery-Notice: SMTP MAIL FROM does not correspond to sender.
Received: from KENTVM (SMTP) by KENTVM.BITNET (Mailer R2.08) with BSMTP id 2652; Thu, 12 Mar 92 13:01:17 EST
Received: from OHSTVMA.ACS.OHIO-STATE.EDU by Kentvm.Kent.edu (IBM VM SMTP R1.2.2MX) with TCP; Thu, 12 Mar 92 13:01:14 EST
Received: from OHSTVMA.ACS.OHIO-STATE.EDU by OHSTVMA.ACS.OHIO-STATE.EDU (IBM VM SMTP R1.2.1MX) with BSMTP id 4230; Thu, 12 Mar 92 13:01:30 EST
Received: from OHSTVMA.BITNET by OHSTVMA.ACS.OHIO-STATE.EDU (Mailer R2.08 R208004) with BSMTP id 4227; Thu, 12 Mar 92 13:01:29 EST
Date: Thu, 12 Mar 1992 18:00:20 GMT
Reply-To: Baltic Republics Discussion List <BALT-L%UBVM.BITNET@OHSTVMA.ACS.OHIO-STATE.EDU>
Sender: Baltic Republics Discussion List <BALT-L%UBVM.BITNET@OHSTVMA.ACS.OHIO-STATE.EDU>
Comments: Warning -- original Sender: tag was BALT-L@UKACRL
From: AEB_BEVAN%VAX.ACS.OPEN.AC.UK@OHSTVMA.ACS.OHIO-STATE.EDU
Subject: BALT:2126 Travel conditions to Eesti
X-To: Balt-l@IBM-B.RUTHERFORD.AC.UK
To: Multiple recipients of list BALT-L <BALT-L@UBVM>

Broadcast to list 12 March 1992

Original Sender larson@edu.berkeley.garnet (Susan Larson)
Subject: Re: BALT:2120 No OVIR for Baltics entry

Unfortunately, according to the Estonian Embassy in Helsinki/Helsingfors one still needs either an invitation or a hotel reservation for getting a visa to Estonia. I don't quite understand the reason behind this, but it might be to control the amount of tourists entering the country while building up/reconstructing the infrastructure.

Susan Larson
Dept. of Social and Cultural Studies
UC Berkeley, Berkeley CA

This was current as of last week.

Original sender: watson@HUSC.HARVARD.EDU

I thought I would add the following to the information on visa requirements.

I talked to the Latvian Embassy yesterday and they confirmed the information just the same as what was posted today, i.e., a visa is $20 and can be purchased either on arrival or from a Latvian representation abroad.

The Estonian situation, however, has tightened over the past few months. Currently there are three types of visas: transit (5 days, $10), single-entry ($30), and multiple-entry ($50). The preferred way to get one is from an Estonian representation abroad. Turnaround time may be up to 7 business days. You need to submit an application plus: a confirmed hotel reservation OR an official (perhaps notarized?) letter of invitation from someone in Estonia.

From: "Jackson W. Moore" jwm2r@NEWTON.ACC.VIRGINIA.EDU

Please allow me to introduce myself. My name is Jackson Moore, and I am currently writing a thesis on Baltic environmental movements and the nationalist components within them.

I am trying to contact members of the various Baltic environmental movements over electronic mail. If you know of such individuals, please respond to this message over private electronic mail. My address is jwm2r@virginia.edu. Thank you for your help.

Sincerely,

Jackson Moore
University of Virginia

Original sender vem@PO.CWRU.EDU -

I am interested in receiving information on the development of new political parties in the Baltic States. Send any information as to listings or sources to my Internet or Bitnet address. Thanks.

--

Vincent E. McHale, Department of Political Science
Case Western Reserve University, Cleveland, OH 44106-7109
Telephone: (216) 368-2424 FAX: (216) 368-4681
Internet: vem@po.cwru.edu Bitnet: vemXpo.cwru.edu@cunyvm

Original sender (Greg Gerard) hlewis@PLUTO.CS.TRINITY.EDU

Any news out there about Latvia? I'm doing research on their new computer communications network and any news of any kind would be helpful.

Original sender: miller.3@osu.edu (David Neal Miller)

From: ag849@Edu.Freenet.cleveland (Aurelia M. Balas)
Subject: Re: BALT:2131 making contacts

What specific information about LIETUVA are you interested in? Is it history, geography, arts? There are several very good and informative books about LIETUVA /This is the correct spelling/ which may be obtained by ordering by mail. Of course,they are in English. "Lithuania 700 Yeras" by dr. Albertas Gerutis is about the best book published. You may order it from the Lithuanian weekly "Darbininkas", 341 Highland Blvd. Brooklyn, NY 11207. Should you need further information, you may call their administration offices by dialing 1-718-827-1352. I do not know the price of this book, but it definitely is under 20 $.
Aurelia Balas-Zitkus, ag849

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C. APPENDIX C - BALT-L'S SUBSCRIBER LISTINGS

LSUDMALI 05/22/92 22:10:48 File: BALT-L UBVM A1

Linda Sudmalis **10 Pages**

```
FILE: BALT-L1  UBVM      A1                VM/SP CONVERSATIONAL MONITOR SYSTEM

* Baltic Republics Discussion List
*
*  Review= Public
*  Subscription= Open
*  Send= Editor
*  Notify= Yes
*  Reply-To= List,Respect
*  Files= No
*  Validate= Store only
*  Stats= Normal,Owner
*  Errors-To= Owner
*  Notebook= Yes,N5/401,Separate,Public
*  Mail-Via= DISTRIBUTE
*  Ack= No
*  Default-Options= REPRO
*  List-id= BALT-L
*  Newsgroups= bit.listserv.balt-l
*
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*
* Total number of "concealed" subscribers:          5
* Total number of users subscribed to the list:   502  (non-"concealed" only)
* Total number of local node users on the list:     0  (non-"concealed" only)
*
```


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LSUDMALI 05/22/92 22:10:09 File: BALT-L UKACRL A1

Linda Sudmalis **2 Pages**

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FILE: BALT-L1  UKACRL   A1                VM/SP CONVERSATIONAL MONITOR SYSTEM

* Baltic Republics Discussion List
*
*  Review= Public    Subscription= Open          Send= Editor
*  Notify= Yes         Reply-To= List,Respect    Files= No
*  Validate= Store only    Stats= Normal,Owner   Errors-To= Owner
*  Notebook= Yes,a,Separate,Owner  Mail-Via= DISTRIBUTE Ack= Yes
*  Default-Options= REPRO  List-id= BALT-L
*  Newsgroups= bit.listserv.balt-l
*  Peers= UBVM,UKACRL
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*  Owner=  JMYHG@UOTTAWA      Jean-Michel Thizy
*  Owner=  AEB_BEVAN@VAX.ACS.OPEN.AC.UK   Edis Bevan
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VUBORIS@WEIZMANN                              Boris Lourie
*
* Total number of "concealed" subscribers:          1
* Total number of users subscribed to the list:    46  (non-"concealed" only)
* Total number of local node users on the list:     0  (non-"concealed" only)
*
```

LSUDMALI 06/09/92 15:50:11 File: BALT-L2 UBVM A1

Linda Sudmalis

10 Pages

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FILE: BALT-L2  UBVM      A1                VM/SP CONVERSATIONAL MONITOR SYSTEM

* Baltic Republics Discussion List
*
*  Review= Public
*  Subscription= Open
*  Send= Editor
*  Notify= Yes
*  Reply-To= List,Respect
*  Files= No
*  Validate= Store only
*  Stats= Normal,Owner
*  Errors-To= Owner
*  Notebook= Yes,N5/401,Separate,Public
*  Mail-Via= DISTRIBUTE
*  Ack= No
*  Default-Options= REPRO
*  List-id= BALT-L
*  Newsgroups= bit.listserv.balt-l
*
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/G=Remigijus/S=Rimkevicius/OU=randg/O=UAB/PRMD=LITNET/ADMD=LITPAK/C=LT/@GATEWAY.	
/G=Remigijus/S=Rimkevicius/OU=randg/O=UAB/PRMD=LITNET/ADMD=LITPAK/C=LT/@GATEWAY.	
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Linda Sudmalis

2 Pages

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VUBORIS@WEIZMANN                              Boris Lourie
*
* Total number of "concealed" subscribers:          1
* Total number of users subscribed to the list:    46  (non-"concealed" only)
* Total number of local node users on the list:     0  (non-"concealed" only)
*
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LSUDMALI 06/09/92 16:20:10 File: BALT-L3 UBVM A1

Linda Sudmalis

10 Pages

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* Baltic Republics Discussion List
*
*  Review= Public
*  Subscription= Open
*  Send= Editor
*  Notify= Yes
*  Reply-To= List,Respect
*  Files= No
*  Validate= Store only
*  Stats= Normal,Owner
*  Errors-To= Owner
*  Notebook= Yes,N5/401,Separate,Public
*  Mail-Via= DISTRIBUTE
*  Ack= No
*  Default-Options= REPRO
*  List-id= BALT-L
*  Newsgroups= bit.listserv.balt-l
*
*  Owner=  JMVHG@UOTTAWA                    (Jean-Michel Thizy)
*  Owner=  AEB_BEVAN@VAX.ACS.OPEN.AC.UK     (Edis Bevan)
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FILE: BALT-L3 UBVM A1 VM/SP CONVERSATIONAL MONITOR SYSTEM

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Per.Sigmond@TEKNOLOGI.AGDERFORSKNING.NO	Per Sigmond
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ints@TORAG.UUCP	Ints Plampe
E7C2SIB@TOWSONVX	Wendi Werner
Balt-L@TRONDHEIM.SET.ND.NO	ND ServiceTeam AS local redistribution
Al@TURBO.KEAN.EDU	Albert Ki Costanzo
tarvydas@TURING.TORONTO.EDU	Mr. Tarvydas
hlewis@TUSOL.CS.TRINITY.EDU	hugh lewis
news@TYR.UNOMAHA.EDU	UNO Network News Server
USERFINP@UALTAMTS	Peter Findeisen
CROOKALL@UA1VM	David Crookall (Ed: Simulation & Gamin
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Kristina.Foote@UB.CC.UMICH.EDU	KRISTINA CIZAS FOOTE
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ALEWONTIN%BENTLEY.BITNET@UBVM.CC.BUFFALO.EDU	AMY LEWONTIN
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GERRY_D%PLU.BITNET@UBVM.CC.BUFFALO.EDU	David Gerry
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R22104%UQAM.BITNET@UBVM.CC.BUFFALO.EDU	Weiss Eric
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gburacas@UCSD.EDU	Giedrius Buracas
gshafir@UCSD.EDU	Gershon Shafir
DAVIZONIS@UCSD.EDU	Daina Avizonis
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NETNEWS@UICVM	Netnews Server
U39648@UICVM	Darius Vaskelis
AXXXPAM@UICVMC	Peter Michalove

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FILE: BALT-L3 UBVM A1 VM/SP CONVERSATIONAL MONITOR SYSTEM

AXVANEW@UICVMC	vanessa faurie
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BALT-L@UM.CC.UMICH.EDU	"Umich redistribution"
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```
FILE: BALT-L3  UBVM      A1                VM/SP CONVERSATIONAL MONITOR SYSTEM

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EN2V@VIRGINIA                              Egons Neimanis
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ajg@WET.UUCP                               Andrew Gunther
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VALTERSN@WISCMACC                          Valters Nollendorfs
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EKLAVINS@ZHMICRO.UUCP                      Edvins Klavins
*
* Total number of "concealed" subscribers:          6
* Total number of users subscribed to the list:   511  (non-"concealed" only)
* Total number of local node users on the list:     0  (non-"concealed" only)
*
```

LSUDMALI 06/09/92 16:19:43 File: BALT-L3 UKACRL A1

Linda Sudmalis

2 Pages

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FILE: BALT-L3  UKACRL   A1                    VM/SP CONVERSATIONAL MONITOR SYSTEM

* Baltic Republics Discussion List
*
*  Review= Public    Subscription= Open          Send= Editor
*  Notify= Yes        Reply-To= List,Respect    Files= No
*  Validate= Store only    Stats= Normal,Owner   Errors-To= Owner
*  Notebook= Yes,a,Separate,Owner  Mail-Via= DISTRIBUTE Ack= Yes
*  Default-Options= REPRO  List-id= BALT-L
*  Newsgroups= bit.listserv.balt-l
*  Peers= UBVM,UKACRL
*
*  Owner=  JMYHG@UOTTAWA      Jean-Michel Thizy
*  Owner=  AEB_BEVAN@VAX.ACS.OPEN.AC.UK   Edis Bevan
*
*  Editor= AEB_BEVAN@VAX.ACS.OPEN.AC.UK   Edis Bevan
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IFSKNSON@ECOSTAT.AAU.DK                           ole noergaard
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steinar@MATH.UIO.NO                               Steinar Bjerve
karttu@MDATA.FI                                   Antti Karttunen
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GUCHW@SEGUC21                                     Hans Vappula
GUCVP@SEGUC21                                     Viktor Pajunen
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chs018@STUD.CHEM.ETHZ.CH                          Christian D. Berweger
```


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FILE: BALT-L3  UKACRL   A1                VM/SP CONVERSATIONAL MONITOR SYSTEM

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BALT-L@UBVM                               Peer distribution list
balt-l%jet.riga.lv@USSR.EU.NET            lvNet LISTSERV
AEB_BEVAN@VAX.ACS.OPEN.AC.UK              edis bevan
HNYBERG@VIIKKI.HELSINKI.FI                Harri V. Nyberg
VUBORIS@WEIZMANN                          Boris Lourie
*
* Total number of "concealed" subscribers:        1
* Total number of users subscribed to the list:   47 *(non-"concealed" only)
* Total number of local node users on the list:    0  (non-"concealed" only)
*
```

D. APPENDIX D - EXAMPLES OF BALT-L 'S GEOGRAPHICAL DISTRIBUTION

X-Delivery-Notice: SMTP MAIL FROM does not correspond to sender.
Received: from KENTVM (SMTP) by KENTVM.BITNET (Mailer R2.08) with BSMTP id 0210; Wed, 12 Feb 92 14:10:12 EST
Received: from OHSTVMA.ACS.OHIO-STATE.EDU by Kentvm.Kent.edu (IBM VM SMTP R1.2.2MX) with TCP; Wed, 12 Feb 92 14:10:16 EST
Received: from OHSTVMA.ACS.OHIO-STATE.EDU by OHSTVMA.ACS.OHIO-STATE.EDU (IBM VM SMTP R1.2.1MX) with BSMTP id 4876; Wed, 12 Feb 92 14:10:17 EST
Received: from OHSTVMA.BITNET by OHSTVMA.ACS.OHIO-STATE.EDU (Mailer R2.8A R208004) with BSMTP id 4875; Wed, 12 Feb 92 14:10:01 EST
Date: Wed, 12 Feb 1992 18:55:22 GMT
Reply-To: Baltic Republics Discussion List <BALT-L%UBVM.BITNET@OHSTVMA.ACS.OHIO-STATE.EDU>
Sender: Baltic Republics Discussion List <BALT-L%UBVM.BITNET@OHSTVMA.ACS.OHIO-STATE.EDU>
Comments: Warning -- original Sender: tag was BALT-L@UKACRL
From: AEB BEVAN%VAX.ACS.OPEN.AC.UK@OHSTVMA.ACS.OHIO-STATE.EDU
Subject: BALT:2871 Banks: and visas to CIS
X-To: balt-l@IBM-B.RUTHERFORD.AC.UK
To: Multiple recipients of list BALT-L <BALT-L@UBVM>

Broadcast to list 12 February 1992

Original Sender Edik (Edward Sternin) edik@ABACUS.AC.BROCKU.CA

Does anyone know the status of visas to enter Russia:
-- can one be obtained in Riga?
-- can one be obtained on the border at the entry point, entering from Latvia?
-- does one still have to apply in Ottawa? (for us Canadians)

Also, is there a foreign bank in Riga? I heard of a Swedish bank opening a branch there. Can residents of Latvija (never mind the citizenship issue) open accounts there and withdraw $$? Rubles/Lats? How much does the bank charge for getting $$ to them? Are electronic transfers possible?

Any and all information is appreciated. Post here, or mail me direct:
Ed Sternin <edik@brocku.ca>

Sveiks!

(Couple of quick responses from the records. No Lats (or Kroons or Litas) as yet- though Lithuania is said to have the currency ready to roll out as and when the moment is ripe.

The state bank(s) definitely have Hard curency accounts - Balts abroad were making contributions to these to support the Olympic teams.

But it would be good to have definitive statement(s) on the banking situation.

Edis

Life in Freedom
Eesti Vabaks Brivu latviju Lietuva Laisva

From: Piotrek Tyszko PIOTREK@VTVM1
Blacksburg, Virginia, USA

Catholic education _is not_ compulsory in Poland, although practically there is some pressure on all children to attend optional religion classes. I personally consider it very unfortunate that religion classes were introduced to Polish schools. In theory, they are not mandatory, however, under the circumstances where almost all of the kids participate, it is very difficult not to. Additionaly, these classes are often held in the middle of the day.

When I went to school in the communist Poland, going for religion classes to the local parish church was fun. I don't think it is so anymore. IMO the Catholic Church of Poland follows a self-defeating strategy and will pay for it dearly.

(There are also private Catholic schools - but this is not a problem for me.)

After 45 years of mixing ideology and politics we are mixing religion and politics - what an irony!

Piotrek Tyszko

From: Jacek Malec <jam@ida.liu.se>

Although I'm very concerned about the shift of church-state relations in Poland, I must deny that Catholic education is now compulsory in our country. In the primary school the parents decide whether they want their children to participate in religion lessons, in secondary schools it is up to the students. Moreover, in eastern areas of the country non-catholic (Orthodox) religion lessons are (or at least can be) also given.

(Jacek Malec, Dept of Computer and Information Science,
Linkoping University, S81 83 Linkoping, Sweden.

Life in Freedom
Eesti Vabaks Brivu Latviju Lietuva Laisva

From: David Swain <DSWAIN@nz.ac.waikato>
Subject: Xinhua Report on N.Z. & Baltic War Criminals

Kia ora: I am a New Zealander with Estonian academic links and I read BALT-L regularly. The Xinhua report on New Zealand investigations into allegations that there are war criminals from the Baltics in New Zealand is, I think, accurate, according to my reading/listening/viewing of the various N.Z. news media. The investigators are the N.Z. Police, I think. The initiative for investigation was probably Australian; N.Z. and Australia of course have a close relationship and frequently co-operate in this manner. I am sending this message because there could well be questions about the political bias of Xinhua. In this instance I think the report is accurate.

David Swain
DSWAIN@WAIKATO.AC.NZ

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X-Delivery-Notice: SMTP MAIL FROM does not correspond to sender.
Received: from KENTVM (SMTP) by KENTVM.BITNET (Mailer R2.08) with BSMTP id 2566; Thu, 12 Mar 92 12:48:39 EST
Received: from OHSTVMA.ACS.OHIO-STATE.EDU by Kentvm.Kent.edu (IBM VM SMTP R1.2.2MX) with TCP; Thu, 12 Mar 92 12:48:35 EST
Received: from OHSTVMA.ACS.OHIO-STATE.EDU by OHSTVMA.ACS.OHIO-STATE.EDU (IBM VM SMTP R1.2.1MX) with BSMTP id 3368; Thu, 12 Mar 92 12:48:58 EST
Received: from OHSTVMA.BITNET by OHSTVMA.ACS.OHIO-STATE.EDU (Mailer R2.08 R208004) with BSMTP id 3363; Thu, 12 Mar 92 12:48:48 EST
Date: Thu, 12 Mar 1992 17:48:34 GMT
Reply-To: Baltic Republics Discussion List <BALT-L%UBVM.BITNET@OHSTVMA.ACS.OHIO-STATE.EDU>
Sender: Baltic Republics Discussion List <BALT-L%UBVM.BITNET@OHSTVMA.ACS.OHIO-STATE.EDU>
Comments: Warning -- original Sender: tag was BALT-L@UKACRL
From: AES BEVAN@VAX.ACS.OPEN.AC.UK@OHSTVMA.ACS.OHIO-STATE.EDU
Subject: BALT:2125 Baltic news-service reports
X-To: balt-l@IBM-B.RUTHERFORD.AC.UK
To: Multiple recipients of list BALT-L <BALT-L@UBVM>

Broadcast to list 12 March 1992

(Baltic news service items from Lietuva. main text translated by volunteer team in USA. Thanks Ed.
edit

From: Darius.Liaugaudas@f8.n470.z2.fidonet.org (Darius Liaugaudas)
Date: Mon, 09 Mar

Please reply to: fuus!cassino!470!8!Darius.Liaugaudas
Labo diena dar karta,

Siandien jum siunciu zinias anglu kalba. Gal tai jum bus patogiau. Butinai parasykite ar tai jus domina? Ar siusti jas pastoviai?

Have a good time!
Su pagarba
Darius

=== Do You know something about gliding? I love it! ===

BALTIC NEWS SERVICE 7 March, 1992 19:33

IN THIS EDITION:

- CONFERENCE OF BALTIC SEA COUNTRIES' FOREIGN MINISTERS CONTINUES WORK

- VYTAUTAS LANDSBERGIS RECOMMENDED FOR EUROPEAN PRIZE OF HUMAN RIGHTS PROTECTION

- CONSTRUCTION OF OIL TERMINAL TRIGGERS PROTESTS BY GREEN

* * *

CONFERENCE OF BALTIC SEA COUNTRIES' FOREIGN MINISTERS CONTINUES WORK

Today foreign ministers of the Baltic Sea countries continued to discuss the problems of ethnic minorities.

The Russian and Lithuanian foreign ministers considered the idea of creating under international supervision a buffer zone extending from the village of Narva-Joesuu to Yamburg for relocating there all Finno-Ugric small peoples.

As Estonian Foreign Minister Lennart Meri told BNS, his Russian counterpart Andrei Kozyrev had expressed interest in further discussion of this problem.

Speaking at the conference, the Estonian foreign minister voiced concern over the fact that Soviet military units pulled out of Germany and other East European countries are currently stationed in Kareliya and the Kolsky peninsula close to the Estonian border.

The ministers also discussed providing social aid to the military leaving the Baltics. Kozyrev put forward a proposal to set up an international fund for helping children of officers withdrawn from Eastern Europe and the Baltic states.

VYTAUTAS LANDSBERGIS RECOMMENDED FOR EUROPEAN PRIZE OF HUMAN RIGHTS PROTECTION

The European Assembly has recommended Chairman of the Lithuanian Supreme Council Vytautas Landsbergis for the European prize of Human Rights Protection. The prize instituted by the European Council's Committee of Ministers is awarded for special merits in protecting human rights once in three years.

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E. APPENDIX E - EXAMPLE OF POTENTIAL OF E-MAIL.

```
X-Delivery-Notice: SMTP MAIL FROM does not correspond to sender.
Received: from KENTVM (SMTP) by KENTVM.BITNET (Mailer R2.08) with BSMTP id
 0831; Fri, 13 Mar 92 12:54:39 EST
Received: from OHSTVMA.ACS.OHIO-STATE.EDU by Kentvm.Kent.edu (IBM VM SMTP
 R1.2.2MX) with TCP; Fri, 13 Mar 92 12:54:36 EST
Received: from OHSTVMA.ACS.OHIO-STATE.EDU by OHSTVMA.ACS.OHIO-STATE.EDU (IBM VM
 SMTP R1.2.1MX) with BSMTP id 9097; Fri, 13 Mar 92 12:54:52 EST
Received: from OHSTVMA.BITNET by OHSTVMA.ACS.OHIO-STATE.EDU (Mailer R2.08
 R208004) with BSMTP id 9094; Fri, 13 Mar 92 12:54:50 EST
Date:          Fri, 13 Mar 1992 17:52:27 GMT
Reply-To:      Baltic Republics Discussion List
 <BALT-L%UBVM.BITNET@OHSTVMA.ACS.OHIO-STATE.EDU>
Sender:        Baltic Republics Discussion List
 <BALT-L%UBVM.BITNET@OHSTVMA.ACS.OHIO-STATE.EDU>
Comments:      Warning -- original Sender: tag was BALT-L@UKACRL
From:          AEB_BEVAN%VAX.ACS.OPEN.AC.UK@OHSTVMA.ACS.OHIO-STATE.EDU
Subject:       BALT:2131 making contacts
X-To:          balt-l@IBM-B.RUTHERFORD.AC.UK
To:            Multiple recipients of list BALT-L <BALT-L@UBVM>

Broadcast to list 13 March 1992
From: Robert Zee s1034423@UMRVMA.UMR.EDU
-
If an invitation is required to visit the USA before an exit Visa can be
granted, then I, and many friends here, would be happy to offer official
invitations to anyone in Latvia, Lithuania, or Estonia. Let me know what
information and/or format is required.

F.Y.I.
I am of Lithuanian descent. Before 1900, whilst under control by the Czar
of Russia, my grandfather and 3 brothers and 1 sister left Kaunas,
Lithuania. About the same time my grandmother left Vilnius, Lithuania.
[Bajornskas]. My grandmother and grandfather, after arriving in America,
met in Pennsylvania, USA, and were married. Later they settled in Hartshorne
[heart-SARN'], Oklahoma, USA. My fourth cousin is Jack Sharke. We are related
to a famous general who served during the independence of Lithuania. Refer to
_Encyclopedia Lithuanica_, Vol. VI, V-Z, pg. 353, English version, (c)1978
by Juozas Kapocius. See "Zukauskas."

I welcome communications from Lithuania and other Baltic States. I have been
researching history and disseminating information about the Baltics for over
three years. I am starting a BALTIC group locally, to distribute this via
computer, and hope to include a hard-copy if funds permit. Also, I am a
subscriber of _BRIDGES_ and _LITHUANAS_ [English publications about Lituvia].

My interest are Computer Science and communications. If I can be of help,
please feel to contact me. I am the President of the Advancing Computer
Enthusiasts Society, an organization established on campus at the Univ. of
Missouri at Rolla, USA. We have members interested in programming and more.
We have a large database of shareware, and could make this available to any
interested parties, via INTERNET.

I would like to work towards mutual interaction and sharing of knowledge
in the afore-mentioned areas. Address follows for personal mail.

                                Sveikatas [Lituvia]
                                Best wishes [English]

 Rob Zee [Lituvia=Zukauskas]
   voice telephone: 314 341-3637
   s1034423@umrvma.umr.edu    (or) rzee@mcs213k.cs.umr.edu
  University of Missouri-Rolla  604R N. Elm St. Rolla, MO 65401  USA
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Life in Freedom
Eesti Vabaks   Brivu Latviju   Lietuva Laisva
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F. APPENDIX F - DRAFT SURVEY'S TRIAL RUN

Date: Sat, 11 Apr 92 09:10:56 EDT
From: lsudmall <LSUDMAL@KENTVM>
Subject: Re: Brief.
To: cese <Eriks.A.Ueis@Dartmouth.EDU>
In-Reply-To: Your message of 30 Mar 92 21:10:57 EST

I. GENERAL COMPUTER BACKGROUND:

A. How many e-mail discussion groups do you belong to?

____	one	could also be (rare user)
____	two or three	(light user)
____	four or five	(heavy user)
____	more than five	(fanatic)

B. I typically access my e-mail discussion groups via:

____	my own computer and modem
____	computer at school
____	computer at home
____	other, please briefly explain

C. On a scale from 1 to 5, with 1 being very fluent, and 5 barely literate, how would you subjectively rank your overall computer literacy skills?

____	1 very fluent
____	2 above average
____	3 fair/average
____	4 below average
____	5 barely literate

D. Rank the following from 1 to 5 (with 1 being the foremost reason), the primary reasons you personally access e-mail discussion group(s):

____	business research
____	academic research
____	general background information on a subject
____	class assignment to access any group on e-mail
____	social purposes
____	curiosity's sake
____	other, please briefly explain

X-Delivery-Notice: SMTP mail FROM does not correspond to sender.
Received: from KENTVM (BITNET) by KENTVM.BITNET (Mailer R2.08) with BSMTP id 1668; Sat, 11 Apr 92 14:56:31 EDT
Received: from dartvax.dartmouth.edu by Kentvm.Kent.edu (IBM VM SMTP R1.2.2MX) with TCP; Sat, 11 Apr 92 14:56:30 EDT
Received: from grendel.dartmouth.edu by dartvax.dartmouth.edu (5.65+D4/4.4HUB) id AA08840; Sat, 11 Apr 92 14:56:42 -0400
Received: by grendel (NeXT, 4.0 (From Sendmail 5.52)/Dart1.4) id AA07143; Sat, 11 Apr 92 14:56:41 EDT
From: Eriks.A.Ueis@Dartmouth.EDU
Message-Id: <9204111856.AA07143@grendel.Dartmouth.EDU>
Date: 11 Apr 92 14:56:57 EDT
Subject: Re: Brief.
To: LSUDMAL@Kentvm.Kent.edu

--- You wrote:

I. GENERAL COMPUTER BACKGROUND:

A. How many e-mail discussion groups do you belong to?

_X_	one	could also be (rare user)
____	two or three	(light user)
____	four or five	(heavy user)
____	more than five	(fanatic)

B. I typically access my e-mail discussion groups via:

_X_	my own computer and modem
____	computer at school
____	computer at home
____	other, please briefly explain

C. On a scale from 1 to 5, with 1 being very fluent, and 5 barely literate, how would you subjectively rank your overall computer literacy skills?

_X_	1 very fluent
____	2 above average
____	3 fair/average
____	4 below average
____	5 barely literate

D. Rank the following from 1 to 5 (with 1 being the foremost reason), the primary reasons you personally access e-mail discussion group(s):

____	business research
____	academic research
_3_	general background information on a subject
_4_	class assignment to access any group on e-mail
_2_	social purposes
_5_	curiosity's sake
_1_	other, please briefly explain

___To keep in touch with my roots___

G. APPENDIX G - E-SURVEY IN FINAL FORM

THE SURVEY APPEARS IMMEDIATELY BELOW THESE RULES
PLEASE FOLLOW THESE RULES EXACTLY

1) Forward the ENTIRE text back to me, not just the answers.

2) Forward to LSUDMALI@KENTVM (BITNET)
or to LSUDMALI@KENTVM.KENT.EDU (INTERNET).

3) If you are under the age of 18, please do NOT respond to this survey.

4) For the regular straightforward multiple-choice questions, IMMEDIATELY after the *, known as an "asterisk," put the letter of your choice, for example:

1. Sex/Gender:
a. male
b. female
*a <---place the letter of your choice by the asterisk.

This is necessary so that all the survey responses can be electronically tabulated.

5) For the three (3) inquiries that require a 1 to 5 ranking, put the number that applies IMMEDIATELY AFTER the asterisk, for example in Question #9, my 1st reason may be "a," my 2nd reason "i," my 3rd reason "c," my 4th reason "f," and my 5th reason "g," I would rank my responses as follows:

*1 a. research purposes
* b. business purposes
*3 c. general background information on a subject
* d. part of a class assignment
* e. technical/computer-related interests
*4 f. social and/or personal networking
*5 g. curiosity's sake
* h. recreational and/or leisure activity
*2 i. other, please briefly explain below after putting the number of the rank that applies for "i" here:
TO ADMINISTER THIS SURVEY

6) For the fill-in questions, type in either the requested NUMBER
or the NAME requested immediately after the asterisk.

7) PAY CAREFUL ATTENTION TO PAGE BREAKS as part of a question may be continued on the next page.

8) IF YOU HAVE ANY QUESTIONS WHATSOEVER PLEASE CONTACT ME.

9) PLEASE REPLY WITHIN TWO (2) WEEKS OF THE ACTUAL POSTING DATE.

10) GOOD LUCK and I HOPE YOU ENJOY THIS...I will post the results on BALT-L once the tabulation and analysis are completed.

BEST COPY AVAILABLE

Research Title: The Electronic Survey as a Research Tool

I am doing research on "The Electronic Survey as a Research Tool" focusing specifically on BALT-L. I am doing this as my Master's Research Paper for the Kent State University (KSU) School of Library and Information Science program. The purpose of this research is to compose a user profile of one specific electronic conference/e-mail discussion group by means of an in-depth case analysis using a survey administered electronically, as this area of the "Information Sciences" is rapidly evolving and expanding and little research of this type has yet been done.

I would like you to take part in this research, however, IF YOU ARE UNDER THE AGE OF 18, PLEASE DO NOT PARTICIPATE IN THIS STUDY. The related electronic survey (e-survey) follows below and should take only approximately 10 to 20 minutes of your time. PLEASE REPLY WITHIN TWO (2) WEEKS OF THE ACTUAL POSTING DATE as part of the survey involves a look at how one particular electronic survey's response rate compares to known averages of telephone and postal survey response rates.

It should be understood as a given that the electronic medium, in this case e-mail, cannot guarantee total anonymity as one's e-mail address is automatically linked to one's response, therefore privacy and confidentiality could potentially be at risk as the replies will be held in computer-accessible form until the data is tabulated. After tabulation is completed all individual responses will be electronically discarded. Taking part in this research is completely up to you; it will not be held against you if you decide not to participate. If you do take part, you may stop at any time, without incurring any penalty whatsoever.

In return for participating in this research, you will be part of the relatively unique phenomenon of e-surveying, as well as be able to feel part of the whole effort once the final summary data is posted on BALT-L.

If you want to know more about this research, you can contact me, personally at:
LSUDMALI@KENTVM (BITNET)
LSUDMALI@KENTVM.KENT.EDU
(INTERNET)

My faculty advisor and I can also be contacted at:
Dr. Lois Buttlar/Linda Sudmalis
KSU School of Library
& Information Science
(216) 672-2782 telephone
(216) 672-7965 fax

This project has been approved by KSU. If you have questions about KSU's rules for research, please contact:
Adriaan de Vries, Ph.D.
Assistant Dean of Research
& Sponsored Programs
Human Subjects Review Board
(216) 672-2070 telephone
(216) 672-7991 fax

SINCERELY,
Linda Sudmalis
Graduate Student
KSU School of Library
& Information Science

GENERAL BACKGROUND/DEMOGRAPHICS

1. Sex/Gender:
   a. male
   b. female
* <---place the letter of your choice by the asterisk.

2. Age Range:
   Immediately after the asterisk, please put your age in years. NOTE: If you are under the age of 18, please do NOT respond to this survey.
* <---place the NUMBER by the asterisk.

3. Educational Level Completed:
   How many full years of education have you completed beyond high school?
* <---place the NUMBER by the asterisk.

4. What do you consider your primary field of academic and/or work concentration to be in?
   a. Humanities (Arts, Lit., Music, Philosophy, etc.)
   b. Social Sciences (Pol. Sci., Psych., Soc., Anthro., etc.)
   c. Natural Sciences (Bio., Chem., Math, Geo., Physics, etc.
   d. Engineering/Architecture/Industrial Design/Drafting
   e. Medical
   f. Business
   g. Legal
   h. Educational
   i. Secretarial
   j. Information Sciences (computers, libraries)
   k. Media (newspapers, magazines, radio, TV)
   l. Skilled craftsman (carpentry, mechanic, etc.)
   m. other
* <---place the letter of your choice by the asterisk.
   If you chose "other," put "m" after the asterisk, then please briefly explain immediately below:

5. What are your feelings towards computers/modern electronic technologies?
   a. pro (I basically love them)
   b. ambivalent (can see advantages AND disadvantages)
   c. neutral (not much of an opinion either pro OR con)
   d. con (I may see a use for it, but I prefer the traditional way of doing things)
* <---place the letter of your choice by the asterisk.

GENERAL COMPUTER BACKGROUND

6. How many electronic conference(s)/e-mail discussion group(s) do you belong to?
* <---place the NUMBER by the asterisk.

7. How do you typically access your electronic conference(s)/ e-mail discussion group(s)?

   a. by your own computer and modem
   b. by a computer at school
   c. by a computer at work
   d. other
* <---place the letter of your choice by the asterisk. If you chose "other," put "d" after the asterisk, then please briefly explain immediately below:

8. How are your overall computer literacy skills?
   a. barely literate
   b. below average
   c. fair/average
   d. above average
   e. very fluent
* <---place the letter of your choice by the asterisk.

9. Rank the following from 1 to 5 (with 1 being the foremost reason), the primary reasons you personally access electronic conference(s)/e-mail discussion group(s):
* a. research purposes
* b. business purposes
* c. general background information on a subject
* d. part of a class assignment
* e. technical/computer-related interests
* f. social and/or personal networking
* g. curiosity's sake
* h. recreational and/or leisure activity
* i. other, after putting the number of the rank that applies for "i" after the asterisk, please briefly explain immediately below:

10. Rank the following from 1 to 5 (with 1 being most often), the type of computer technology you use the MOST:
* a. word-processing
* b. spread sheets
* c. online searching
* d. CD-ROM databases
* e. e-mail
* f. tele-conferencing
* g. computer graphics
* h. faxes
* i. electronic shopping clubs
* j. electronic bulletin boards
* k. other, after putting the number of the rank that applies for "k" after the asterisk, please briefly explain immediately below:

BALT-L SPECIFIC

11. How did you find out about BALT-L?
    a. discussion group listing on e-mail
    b. academic/research related source
    c. family member
    d. friend/classmate
    e. business associate
    f. other
* <---place the letter of your choice by the asterisk.
    If you chose "other," put "f" after the asterisk, then
    please briefly explain immediately below:

12. Is/are your interest(s) in BALT-L's listings primarily:
    a. broadly based, e.g., interested in any part of
    the former Soviet Union or interested in the
    "broad" economic picture of E. and W. Europe
    b. narrowly focused, e.g., interested specifically
    in one of the three, or all of the Baltic States
* <---place the letter of your choice by the asterisk.

13. What country are you a citizen of?
* <---TYPE OUT THE NAME of the country by the *.

14. From what country are you accessing BALT-L?
* <---TYPE OUT THE NAME of the country by the *.

15. How long have you been a subscriber to BALT-L?
    a. a few weeks
    b. 1 to 6 months
    c. over half a year, but less than a full year
    d. over a year
* <---place the letter of your choice by the asterisk.

16. I try to access my electronic conference(s)/e-mail discussion
    group listing(s), including BALT-L:
    a. daily
    b. weekly
    c. monthly
    d. very infrequently (til my mailbox overflowth)
* <---place the letter of your choice by the asterisk.

17. If you consider yourself to be of Baltic origin, please place
    an asterisk directly in front of those choices below that you
    consider yourself to be (NOTE: you may mark two choices, or
    even all three if need be):
    a. Estonian
    b. Latvian
    c. Lithuanian

18. For those of Baltic origin, are you:
    a. currently a resident of a Baltic country
    b. 1st generation (YOU yourself emigrated)
    c. 2nd generation (your parents emigrated)
    d. 3rd generation (your grandparents emigrated)
    e. further back than 3rd generation
    f. other
* <---place the letter of your choice by the asterisk.
    If you chose "other," put "f" after the asterisk, then
    please briefly explain immediately below:

CLOSING INQUIRIES

19. Have you contributed to BALT-L?
    a. yes
    b. no
* <---place the letter of your choice by the asterisk.

20. If you responded YES to the above question and your contribution was an inquiry, do you feel you received a satisfactory response to your question?
    a. yes
    b. partially satisfactory
    c. no
* <---place the letter of your choice by the asterisk.

21. As a result of BALT-L's postings, have you networked and personally corresponded to other BALT-L participants directly?
    a. yes
    b. no
* <---place the letter of your choice by the asterisk.

22. Rank the following from 1 to 5 (with 1 being the foremost reason), the issues that you personally would like BALT-L to delve into more:
* a. politics
* b. economics/business
* c. cultural/historical
* d. educational
* e. health
* f. scientific
* g. environmental
* h. content with BALT-L as is
* i. other, after putting the number of the rank that applies for "i" after the asterisk, please briefly list other issues immediately below:

23. Now, last but not least, a final open-ended question... Please discuss anything unique that you may have experienced on other electronic conferences/e-mail discussion groups or thought of on your own that you would like to see incorporated on BALT-L (if deemed feasible)?

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